

First Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 1
-------------	--	----------

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

- By 2025,**
- 80% of our students will graduate from high school college or career ready
 - 90% of students will graduate on time
 - 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on [page 3](#)).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the [TN State Standards](#), which define what to teach and what students need to learn at each grade level. The guidance documents also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including [the instructional shifts](#).

How to Use the Curriculum Maps

The curriculum maps are meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a *guide*, not a *script*, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between **skills-based** and **meaning-based competencies**, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should **integrate practice of both competencies**, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach full *units* and/or *modules*. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.
- For skills-based lessons, the *Journeys* series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. [Research demonstrates](#) that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.

First Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 1
-------------	--	----------

Guidance for the ELA Block

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (minimum 60 minutes daily)** – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **A Volume of Reading (as much as possible)** – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

Guidance for Small Group Instruction

Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.

Possible workstations for K – 2nd grade are listed below.

- **Guided Reading** - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with the use of decodable texts, the teacher may provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.
- **Reading Comprehension** – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.
- **Vocabulary** – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the guidance document, and possible activities include the *Journeys* flipbooks, word games, word sorts, and using words in context.
- **Fluency** – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and *Journeys* cold read passages.
- **Phonics** – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the *Journeys* flipchart.
- **Independent Reading** - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.

First Grade	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 1
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used, as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

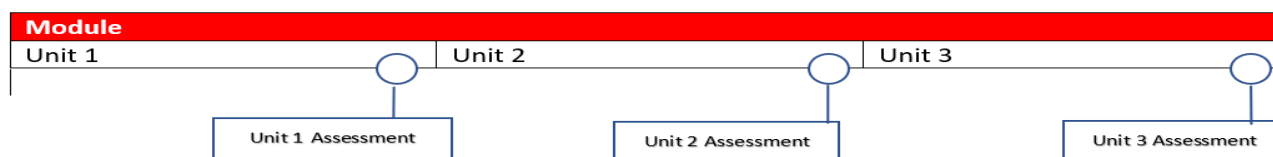
	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>



Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: First Grade Module 1- Tools and Work

In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job. They then extend their understanding of what it takes to do a job when they learn how the “habits of character” of initiative, collaboration, perseverance, and responsibility help them do work. In Unit 1, students are introduced to hand tools through a series of “tool challenges.” In each challenge, students are presented with a dilemma and the question, “Which tool is best for the job?” Students discuss by asking and responding to questions, and ultimately experiencing tools for themselves as they engage in each tool challenge. Following these experiences, students engage in a series of focused read-alouds, featuring people from around the world who use specific tools for certain tasks. Students reflect on their own experiences with tools from earlier in the unit, as well as those they have read about, to construct a definition of tools.

In Unit 2, students engage in close read-alouds, which focus on the study of characters in new literary texts. Through these texts, students will consider the habits of character that help them make work easier and solve dilemmas. To support their understanding of these habits of character, students experience a new set of challenges.

In Unit 3, students use their classroom tools and habits of character to collaboratively create a “magnificent thing” for their classroom. At the end of the module, students take all they have learned about tools and work to create a “magnificent thing” that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation. **This performance task centers on CCSS ELA W.1.2 and SL.1.1.**

Guiding Questions and Big Ideas

How do we create a magnificent thing?

- *Tools make our lives easier by helping us do work.*
- *Tools help us create things.*

Why do we need tools?

- *Tools make our lives easier by helping us do work.*
- *Tools help us create things.*

How do habits of character help us do work?

- *Habits of character are behaviors that help us learn and do our work.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Tools and Work	Task Experience-Based Informational Writing: A Magnificent Thing for the Classroom
Targets CCSS explicitly taught and assessed): RL.1.1, RL.1.3, RL.1.4, RL.1.7, RI.1.1, RI.1.7, W.1.2, SL.1.1, L.1.5a	Texts <i>Math Toolbox, I Like Science Tools, Chef 's Tools, Tools, The Most Magnificent Thing, The Little Red Pen</i>



First Grade Module 1: Tools and Work Unit 1: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners** by developing the mindsets and skills for success in college, career, and life. Throughout Unit 1, students practice collaboration (one specific habit of character) as they engage in a series of challenges, which progress from a high level of teacher modeling to small groups and then partner work.

Unit Assessment: Speaking and Listening: Focused Read-aloud and Writing about Tools

This assessment focuses on students’ comprehension of informational text read aloud. It centers on CCSS ELA RI.1.1, RI.1.7, SL.1.1, L.1.5a, and L.1.5b. Students listen to an excerpt of *Tools* by Ann Morris, read aloud. They then work with a partner to discuss the text and sort photographs from the excerpt into categories. Next, students closely study two photographs and listen to their corresponding captions in an index read aloud (each caption describes a specific tool and how that tool makes work easier). After some quick turn and talks, students label the tool being used in the text and write a complete sentence answering the question, “What job does the tool help to do?” This assessment builds on experiences of reading, speaking, and listening from previous lessons, but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists: Throughout this unit, teachers use the Unit 1 Assessment Speaking and Listening Checklist to gather data on students’ progress toward standard SL.1.1a. See the Assessment Overview and Resources for this module.

Required Unit Trade Book(s): *Math Toolbox, I Like Science Tools, Tools, Chef’s Tools*

Suggested Pacing: This unit is approximately 2 weeks or 8 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 W.1.2, SL.1.1 <u>TN Standards</u> 1.W.TTP.2, 1.SL.CC.1	Speaking and Listening: Getting to Know our Mission 1. Opening A. Asking and Answering Questions: Mission Letter #1 (10 minutes) 2. Work Time A. Introducing Learning Targets: “The Magic Bow” (10 minutes) B. Structured Discussion: Noticing and Wondering about Pictures (15 minutes) C. Independent Writing: Showing What I Know about Tools (15 minutes)	<ul style="list-style-type: none"> I can participate in conversations with my classmates. (SL.1.1) I can show what I know about tools through drawing and writing. (W.1.2) 	<ul style="list-style-type: none"> What Do You Know about Tools? recording form 	<ul style="list-style-type: none"> Think-Pair-Share anchor chart Think-Pair-Share protocol Tools song anchor chart

	<p>3. Closing and Assessment A. Sharing our Writing (5 minutes) B. Building Vocabulary: "Tools" Song (5 minutes)</p>			
<p>Lesson 2</p> <p>RI.1.1, W.1.8, SL.1.1</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.W.RBPK.8, 1.SL.CC.1</p>	<p>Building Background Knowledge: What Do Tools Help to Do? Part I</p> <p>1. Opening A. Establishing Discussion Norms: Looking at the Speaker (5 minutes) B. Noticing and Wondering: Tools for Challenge #1 (5 minutes)</p> <p>2. Work Time A. Developing Language: Play and Exploration with Cooking Tools (20 minutes) B. Recording our Thinking: Draw and Label the Tool that was Best for the Job (10 minutes) C. Reading Aloud: <i>A Chef's Tools</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can examine tools through close observation and drawing. (W.1.8) • I can answer questions about tools and how they are used. (RI.1.1, SL.1.1) 	<ul style="list-style-type: none"> • Whole class discussions about classroom discussion norms • Answering questions about tools • Drawing and labeling a tool on Tool Challenge #1 recording form 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Classroom Discussion Norms anchor chart • Tools anchor chart
<p>Lesson 3</p> <p>RI.1.1, W.1.8, SL.1.1</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.W.RBPK.8, 1.SL.CC.1</p>	<p>Building Background Knowledge: What Do Tools Help to Do?, Part II</p> <p>1. Opening A. Noticing and Wondering: Tools for Challenge #2 (5 minutes) B. Working with Vocabulary: Tools and Work Word Wall (10 minutes)</p> <p>2. Work Time A. Developing Language: Play and Exploration with Math Tools (15 minutes) B. Recording our Thinking: Draw and Label the Tool that was Best for the Job (10 minutes)</p>	<ul style="list-style-type: none"> • I can examine tools through close observation and drawing. (W.1.8) • I can answer questions about tools and how they are used. (RI.1.1, SL.1.1) 	<ul style="list-style-type: none"> • Observe students following classroom discussion norms • Answering questions about tools • Drawing and labeling a tool on Tool Challenge #2 recording form 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • Tools anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol

	<p>C. Reading Aloud: <i>My Math Toolbox</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>			
<p>Lesson 4</p> <p>RI.1.1, W.1.8, SL.1.1</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.W.RBPK.8, 1.SL.CC.1</p>	<p>Building Background Knowledge: What Do Tools Help to Do?, Part III</p> <p>1. Opening A. Noticing and Wondering: Tools for Challenge #3 (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Developing Language: Play and Exploration with Science Tools (15 minutes) B. Recording our Thinking: Draw and Label the Tool That Was Best for the Job (10 minutes) C. Reading Aloud: <i>I Use Science Tools</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes) B. Synthesizing our Learning: What Makes a Tool a Tool? (10 minutes)</p>	<ul style="list-style-type: none"> • I can examine tools through close observation and drawing. (W.1.8) • I can answer questions about tools and how they are used. (RI.1.1, SL.1.1) 	<ul style="list-style-type: none"> • Observe students following classroom discussion norms • Answering questions about tools • Drawing and labeling a tool on Tool Challenge #3 recording form 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Classroom Discussion Norms anchor chart • Tools anchor chart • What Makes a Tool a Tool? anchor chart
<p>Lesson 5</p> <p>RI.1.1, RI.1.7, SL.1.1</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.RI.IKI.7, 1.SL.CC.1</p>	<p>Asking and Answering: Why Do We Need Tools?</p> <p>1. Opening A. Engaging the Learner: Mission Letter #2 (15 minutes)</p> <p>2. Work Time A. Asking Questions: Using Photographs (15 minutes) B. Reading Aloud: <i>Tools</i> (10 minutes) C. Establishing Discussion Norm: Stay on Topic (5 minutes)</p> <p>3. Closing</p>	<ul style="list-style-type: none"> • I can ask questions about key ideas in a photograph. (RI.1.1, SL.1.1) • I can answer questions about key ideas using the text from Tools. (RI.1.1, RI.1.7, SL.1.1) 	<ul style="list-style-type: none"> • Observe students using question words to ask questions about tools • Students self identify classroom discussion norms as areas of growth. 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Questions about Tools anchor chart • Classroom Discussion Norms anchor chart

	<p>A. Answering Questions: Using the Text (10 minutes)</p> <p>B. Reflecting on Learning (5 minutes)</p>			
<p>Lesson 6</p> <p>RI.1.1, RI.1.7, SL.1.1, L.1.5, L.1.5a, L.1.5b</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.RI.IKI.7, 1.SL.CC.1 1.FL.VA.7b, 1.FL.VA.7bi, 1.FL.VA.7bii</p>	<p>Speaking and Listening: Why Do We Need Tools?</p> <p>1. Opening A. Working with Vocabulary: Tools and Work Word Wall (10 minutes)</p> <p>2. Work Time A. Speaking and Listening: Sorting Photographs (15 minutes) B. Model Writing: What Job Does the Tool Help to Do? (5 minutes) C. Independent Writing: What Job Does the Tool Help to Do? (15 minutes)</p> <p>3. Closing and Assessment A. Structured Discussion: Why Do We Need Tools? (10 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can sort tools into categories. (L.1.5a, L.1.5b) • I can ask and answer questions about key ideas using the photographs and text in a book. (RI.1.1, RI.1.7, SL.1.1) 	<p>Observe and note progress toward SL.1.1 using the Speaking and Listening Checklist (see Assessment Overview and Resources).</p>	<ul style="list-style-type: none"> • Sorting Protocol anchor chart • Sorting protocol • Classroom Discussion Norms anchor chart
<p>Lesson 7</p> <p>RI.1.1, RI.1.7, SL.1.1, L.1.5, L.1.5a, L.1.5b</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.RI.IKI.7, 1.SL.CC.1 1.FL.VA.7b, 1.FL.VA.7bi, 1.FL.VA.7bii</p>	<p>Writing to Show Understanding: Why Do We Need Tools</p> <p>1. Opening A. Working with Vocabulary: Tools and Work Word Wall (5 minutes)</p> <p>2. Work Time A. Speaking and Listening: Sorting Photographs (10 minutes) B. Shared Writing: What Job Does the Tool Help to Do? (15 minutes) C. Independent Writing: What Job Does the Tool Help to Do? (15 minutes)</p> <p>3. Closing and Assessment A. Answering Questions: Using</p>	<ul style="list-style-type: none"> • I can sort tools into categories. (L.1.5a, L.1.5b) • I can ask and answer questions about key ideas using the photographs and text in a book. (RI.1.1, RI.1.7, SL.1.1) 	<ul style="list-style-type: none"> • Observe and note progress toward SL.1.1 using the Speaking and Listening Checklist (see Assessment Overview and Resources). • Observe students demonstrating basic phonemic awareness when writing. 	<ul style="list-style-type: none"> • Sorting Protocol anchor chart • Sorting protocol • Questions about Tools anchor chart • Classroom Discussion Norms anchor chart

	<p>the Text (10 minutes) B. Song and Movement (5 minutes)</p>			
<p>Lesson 8</p> <p>RI.1.1, RI.1.7, SL.1.1, L.1.5, L.1.5a, L.1.5b</p> <p><u>TN Standards</u></p> <p>1.RI.KID.1, 1.RI.IKI.7, 1.SL.CC.1 1.FL.VA.7b, 1.FL.VA.7bi, 1.FL.VA.7bii</p>	<p>Unit 1 Assessment: Focused Read Aloud and Writing about Tools</p> <p>1. Opening A. Reviewing Learning Targets (5 minutes) B. Working with Vocabulary: Tools and Work Word Wall (5 minutes)</p> <p>2. Work Time A. Unit 1 Assessment, Part I: Focused Read Aloud and Photograph Sort, <i>Tools</i> Pages 18-27 (20 minutes) B. Unit 1 Assessment, Part II: Independent Writing “What Job Does this Tool Help to Do?” (20 minutes)</p> <p>3. Closing A. Structured Discussion: Why Do We Need Tools? (5 minutes) B. Song and Movement (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about key ideas using photographs and text. (RI.1.1, RI.1.7, SL.1.1) • I can sort tools into categories. (L.1.5a, L.1.5b) 	<ul style="list-style-type: none"> • Observe and note progress toward SL.1.1 using the Speaking and Listening Checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Sorting Protocol anchor chart • Sorting protocol • Questions about Tools anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol



First Grade Module 1: Tools and Work Unit 2: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students **work to become effective learners** by developing the mindsets and skills for success in college, career, and life. Throughout Unit 2, students study initiative, collaboration, and perseverance both through literature and carefully planned challenges, which offer practice and experience with each of these three habits.

Unit Assessment: Focused Read-aloud Session 4 and Writing about Habits of Character

This assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2, and SL.1.1. For this assessment, students engage in a focused read-aloud of *The Little Red Pen*. They ask and answer questions about the characters’ words and actions, use context to determine the meaning of unfamiliar vocabulary from the text, and make connections between the illustrations and the text. Students then write to show their understanding of the text by responding to the final focus question using evidence from the text: “How are the characters showing collaboration in this part of the text? What work does this help them do?”

Assessment Checklists: Throughout this unit, teachers use the Reading Literature Checklist to gather data on students’ progress toward RL.1.1, RL.1.3, and RL.1.7. See the Assessment Overview and Resources for this module.

Required Unit trade book (s): *The Most Magnificent Thing* and *The Little Red Pen*

Suggested Pacing: This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.1.1, SL.1.1b, SL.1.1c <u>TN Standards</u> 1.SL.CC.1b/c	Speaking and Listening: What Helps Me Do My Work? 1. Opening A. Engaging the Learner: Mission Letter #3 (10 minutes) 2. Work Time A. Developing Language: Cup Tower Challenge (20 minutes) B. Establishing Discussion Norms: Responding to Classmates’ Ideas (10 minutes) C. Structured Discussion: Reflecting on the Cup Tower Challenge (10 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> I can listen and respond to my classmates’ ideas. (SL.1.1) 	<ul style="list-style-type: none"> Whole class discussions using classroom discussion norms 	<ul style="list-style-type: none"> Classroom Discussion Norms anchor chart

<p>Lesson 2</p> <p>RL.1.1, SL.1.1</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.SL.CC.1</p>	<p>Close Read Aloud, Session 1: Introducing <i>The Most Magnificent Thing</i></p> <p>1. Opening A. Song and Movement: Introducing the “Learning Target” Song (5 minutes) B. Engaging the Reader: Introducing the Guiding Question (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 1: <i>The Most Magnificent Thing</i> (20 minutes) B. Independent Writing: Writing About Magnificent Things (20 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners: Sharing Examples of Magnificent Things (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen and respond to my classmates’ ideas during a read aloud. (SL.1.1) • I can answer questions about key details from the book <i>The Most Magnificent Thing</i>. (RL.1.1) 	<ul style="list-style-type: none"> • Whole class discussions using classroom discussion norms • Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students’ progress toward RL standards (see Assessment Overview and Resources) • Writing response to reading for baseline data 	<ul style="list-style-type: none"> • Pinky Partners anchor chart • Pinky Partners protocol • Classroom Discussion Norms anchor chart • Unit 2 Guiding Questions anchor chart
<p>Lesson 3</p> <p>RL.1.1, RL.1.3, RL.1.7, W.1.8, SL.1.1</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK. 8, 1.SL.CC.1</p>	<p>Close Read Aloud, Session 2: <i>The Most Magnificent Thing</i></p> <p>1. Opening A. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 2: <i>The Most Magnificent Thing</i>, Pages 1-6 (20 minutes) B. Developing Language: Jump Rope Challenge (10 minutes) C. Independent Writing: Reflecting on the Challenge (10 minutes)</p> <p>3. Closing and Assessment A. Whole Group Share: How Did You Complete the Challenge? (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen and respond to my classmates’ ideas. (SL.1.1) • I can look closely at the illustrations and text to describe how the girl begins to make her magnificent thing. (RL.1.1, RL.1.3, RL.1.7) • I can explain what I did to complete a challenge. (W.1.8) 	<ul style="list-style-type: none"> • Whole class discussions using classroom discussion norms • Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students’ progress toward RL standards (see Assessment Overview and Resources) • Writing response to reading for baseline data 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • Things Close Readers Do anchor chart • The Most Magnificent Thing anchor chart • How Were You Able To Complete the Jump Rope Challenge? Chart • Working to Become Effective Learners anchor chart
<p>Lesson 4</p> <p>RL.1.1, RL.1.3, RL.1.7, W.1.8, SL.1.1</p>	<p>Close Read Aloud, Session 3: <i>The Most Magnificent Thing</i></p> <p>1. Opening</p>	<ul style="list-style-type: none"> • I can look closely at the illustrations and text to describe how the girl tries to build her magnificent thing. (RL.1.1, RL.1.3, RL.1.7) 	<ul style="list-style-type: none"> • Whole class discussions using classroom discussion norms • Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students’ progress 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • Things Close Readers Do anchor chart • The Most Magnificent Thing

<p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK. 8, 1.SL.CC.1</p>	<p>A. Engaging the Reader: Reviewing the Things Close Readers Do Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 3: <i>The Most Magnificent Thing</i>, Pages 7-14 (20 minutes)</p> <p>B. Developing Language: Name Juggle Challenge (10 minutes)</p> <p>C. Independent Writing: Reflecting on the Challenge (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pinky Partners: How Did You Complete the Challenge? (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen and respond to my classmates' ideas. (SL.1.1) • I can explain what I did to complete a challenge. (W.1.8) 	<p>toward RL standards (see Assessment Overview and Resources)</p> <ul style="list-style-type: none"> • Writing response to reading for baseline data 	<p>anchor chart</p> <ul style="list-style-type: none"> • How Were You Able To Complete the Name Juggle Challenge? chart • Working to Become Effective Learners anchor chart
<p>Lesson 5</p> <p>RL.1.1, RL.1.3, RL.1.7, W.1.8, SL.1.1</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK. 8, 1.SL.CC.1</p>	<p>Close Read Aloud, Session 4: <i>The Most Magnificent Thing</i></p> <p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: Reviewing the Things Close Readers Do Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 4: <i>The Most Magnificent Thing</i>, Pages 15-21 (20 minutes)</p> <p>B. Independent Writing: Reflecting on Habits of Character (20 minutes)</p> <p>3. Closing</p> <p>A. Pinky Partners: Did the Girl Use Habits of Character? (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen and respond to my classmates' ideas. (SL.1.1) • I can look closely at the illustrations and text to describe how the girl acts when things go wrong. (RL.1.1, RL.1.3, RL.1.7) • Using the text and illustrations, • I can write about what the girl does. (W.1.8) 	<ul style="list-style-type: none"> • Whole class discussions using classroom discussion norms • Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and Resources) • Writing response to reading for baseline data 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • Things Close Readers Do anchor chart • The Most Magnificent Thing anchor chart • Working to Become Effective Learners anchor chart • Pinky Partners anchor chart • Pinky Partners protocol
<p>Lesson 6</p> <p>RL.1.1, RL.1.3, RL.1.7, W.1.8, SL.1.1</p>	<p>Close Read Aloud, Session 5: The Girl Makes Her Magnificent Thing</p> <p>1. Opening</p> <p>A. Engaging the Reader: Reviewing the Close Readers Do These Things Anchor Chart</p>	<ul style="list-style-type: none"> • I can look closely at the illustrations and text to describe how the girl tries to build her magnificent thing. (RL.1.1, RL.1.3, RL.1.7) • Through writing and drawing, I can explain one way the girl was 	<ul style="list-style-type: none"> • Whole class discussions using classroom discussion norms • Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and 	<ul style="list-style-type: none"> • Helping Song chart • Things Close Readers Do anchor chart • The Most Magnificent Thing anchor chart • Working to Become Effective Learners anchor chart

<p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.7, 1.W.RBPK. 8, 1.SL.CC.1</p>	<p>(10 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 5: <i>The Most Magnificent Thing</i>, Pages 22-29 (20 minutes)</p> <p>B. Independent Writing: Reflecting on the Reading (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pinky Partners: How do Habits of Character Help the Girl Do Work? (10 minutes)</p>	<p>able to make a magnificent thing. (W.1.8)</p> <ul style="list-style-type: none"> I can listen and respond to my classmates' ideas. (SL.1.1) 	<p>Resources)</p> <ul style="list-style-type: none"> Writing response to reading collected for progress on W.1.8 	<ul style="list-style-type: none"> Pinky Partners anchor chart Pinky Partners protocol
<p>Lesson 7</p> <p>RL.1.1, RL.1.3, RL.1.4, RL.1.7</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.IKI.7</p>	<p>Focused Read Aloud, Session 1: Introducing the Characters in <i>The Little Red Pen</i></p> <p>1. Opening</p> <p>A. Engaging the Learner: Mission Letter #4 (15 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud Session 1: <i>The Little Red Pen</i>, Pages 1-22 (25 minutes)</p> <p>B. Back-to-Back and Face-to-Face: Doing Work with Habits of Character (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can identify a character's feelings using evidence from the illustrations and the text. (RL.1.4, RL.1.7) I can describe a character or important events in the story. (RL.1.3, RL.1.7) 	<ul style="list-style-type: none"> Whole class discussions using classroom discussion norms Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and Resources) Observe and note progress toward RL.1.4 during work time 	<ul style="list-style-type: none"> Words That Show Feelings anchor chart Feeling Words chart (session 1) Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 8</p> <p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.CS.4 1.RL.IKI.7, 1.W.TTP.2</p>	<p>Focused Read Aloud, Session 2: What Work Does Initiative Help the Characters Do?</p> <p>1. Opening</p> <p>A. Noticing and Wondering: <i>The Little Red Pen</i>, Pages 1-22 (10 minutes)</p> <p>2. Work Time</p> <p>A. Focused Read-aloud Session 2: <i>The Little Red Pen</i>, Pages 23-28 (25 minutes)</p> <p>B. Back-to-Back and Face-to-Face: Doing Work with Habits of Character (10 minutes)</p> <p>C. Shared Writing: What Work Does Initiative Help the</p>	<ul style="list-style-type: none"> I can identify a character's feelings using evidence from the illustrations and the text. (RL.1.1, RL.1.4) I can describe an event by looking closely at the illustrations. (RL.1.3, RL.1.7) 	<ul style="list-style-type: none"> Whole class discussions using classroom discussion norms Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and Resources) Observe and note progress toward RL.1.4 during work time 	<ul style="list-style-type: none"> Words That Show Feelings anchor chart Feeling Words chart (session 2) Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol

	<p>Characters Do? (10 minutes)</p> <p>3. Closing A. Sit, Kneel, Stand: Assessing Learning Targets (5 minutes)</p>			
<p>Lesson 9</p> <p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.CS.4 1.RL.IKI.7, 1.W.TTP.2</p>	<p>Focused Read Aloud, Session 3: What Work Does Perseverance Help the Characters Do?</p> <p>1. Opening A. Noticing and Wondering: <i>The Little Red Pen</i> Pages 23-28 (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud Session 3: <i>The Little Red Pen</i>, Pages 29-36 (20 minutes) B. Back-to-Back and Face-to-Face: Doing Work with Habits of Character (10 minutes) C. Independent Writing: What Work Does Perseverance Help the Characters Do? (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can identify a character's feelings using evidence from the illustrations and the text (RL.1.4, RL.1.7) I can describe an event by looking closely at the illustrations. (RL.1.3, RL.1.7) 	<ul style="list-style-type: none"> Whole class discussions using classroom discussion norms Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and Resources) Observe and note progress toward RL.1.4 during work time 	<ul style="list-style-type: none"> Words That Show Feelings anchor chart Feeling Words chart (session 3) Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 10</p> <p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, W.1.2</p> <p>TN Standards</p> <p>1.RL.KID.1, 1.RL.KID.3, 1.RL.CS.4 1.RL.IKI.7, 1.W.TTP.2</p>	<p>Unit 2 Assessment: Focused Read Aloud Session 4 and Writing About Habits of Character</p> <p>1. Opening A. Noticing and Wondering: <i>The Little Red Pen</i>, Pages 28-36 (10 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Part I: Focused Read-aloud: <i>The Little Red Pen</i>, Pages 37-46 (20 minutes) B. Unit 2 Assessment, Part II: Independent Writing: "What Work Does Collaboration Help the Characters Do?" (20 minutes)</p> <p>3. Closing A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can identify a character's feelings using evidence from the illustrations and the text. (RL.1.1, RL.1.4) I can describe an event by looking closely at the illustrations. (RL.1.3, RL.1.7) 	<ul style="list-style-type: none"> Whole class discussions using classroom discussion norms Reading Literature Checklist (RL.1.1, RL.1.3, and RL.1.7) to track students' progress toward RL standards (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> Words That Show Feelings anchor chart Feeling Words Chart (session 4) Classroom Discussion Norms anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol



Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students work to become effective learners by developing the mindsets and skills for success in college, career, and life. Throughout Unit 3, students practice initiative, collaboration, perseverance, and responsibility as they work in small groups and engage in the hands-on creation of a magnificent thing for classroom use.

Unit Assessment: Writing to Show Understanding: Describing a Habit of Character

This assessment centers on CCSS ELA W.1.2. For this assessment, students independently demonstrate the writing skills that have been taught through modeling and guiding writers in the writing process throughout the previous lessons. (As part of the writing instruction in the unit, students have practiced writing to the prompt: “What magnificent thing did you create? Describe how you used tools to help you make your magnificent thing.”) In this on-demand assessment, students write to a similar prompt: “Describe a habit of character you used to make your magnificent thing.”

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist gather data on students’ progress toward SL.1.1a, SL.1.1b, and SL.1.1c Teachers also use the Magnificent Thing Writing booklet to gather students’ progress toward W.1.2; and the Revising and Editing Checklist to gather students’ progress toward W.1.2 and L.1.2.

Required Unit Trade Book(s): *The Most Magnificent Thing*

Suggested Pacing: This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RL.1.3, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c TN Standards 1.RL.KID.3, 1.SL.CC.1a/b/c	Speaking and Listening: Starting the Plan to Create a Magnificent Thing 1. Opening A. Engaging the Learner: Mission Letter #5 (10 minutes) 2. Work Time A. Reading Aloud: <i>The Most Magnificent Thing</i> , Pages 1–29 (15 minutes) B. Developing Language: Using Pictures (10 minutes) C. Pinky Partners: Brainstorm Classroom Needs (15 minutes) 3. Closing and Assessment A. Structured Discussion: Deciding What to Build (10 minutes)	<ul style="list-style-type: none"> I can describe steps used in <i>The Most Magnificent Thing</i> to build a magnificent thing. (RL.1.3) I can participate in a discussion with my classmates about the needs of the classroom. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) 	<ul style="list-style-type: none"> Speaking and Listening Checklist to track students’ progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> How to Make a Magnificent Thing anchor chart, Classroom Discussion Norms anchor chart Think-Pair-Share anchor chart Think-Pair-Share protocol Pinky Partner anchor chart Pinky Partner protocol Brainstorm List anchor chart

<p>Lesson 2</p> <p>SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>Noticing and Describing: Looking at Models of a Magnificent Thing</p> <p>1. Opening A. Engaging the Learner: How We Collaborate (10 minutes)</p> <p>2. Work Time A. Modeling: Describing a Magnificent Thing (10 minutes) B. Small Group Practice: Describing a Magnificent Thing (10 minutes) C. Modeling and Guided Writing: Describing a Magnificent Thing (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can use describing words to explain how our magnificent thing will look. • I can write details about my magnificent thing using describing words. 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Ways We Work Together anchor chart • How to Make a Magnificent Thing anchor chart • Classroom Magnificent Things anchor chart • Collaboration anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p>Lesson 3</p> <p>SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>Discussing and Recording: Tools and Materials to Build a Magnificent Thing</p> <p>1. Opening A. Back-to-Back and Face-to-Face: How Can You Show Initiative? (10 minutes)</p> <p>2. Work Time A. Modeling: Planning to Build a Magnificent Thing (10 minutes) B. Small Group Practice: Planning to Build a Magnificent Thing (10 minutes) C. Modeling and Guided Writing: Planning to Build a Magnificent Thing (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen to and talk with my group about the tools and materials we will need for our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) • I can record the tools and materials that my group agreed to use to build our magnificent thing. (W.1.8) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol • Classroom Discussion Norms anchor chart • Classroom Tools and Materials List anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Initiative anchor chart
<p>Lesson 4</p> <p>SL.1.1, SL.1.1a,</p>	<p>Speaking and Listening: Working on a Magnificent Thing</p> <p>1. Opening</p>	<ul style="list-style-type: none"> • I can listen to and learn with my group as we create our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • How to Make A Magnificent Thing anchor chart • Responsibility anchor chart

<p>SL.1.1b, SL.1.1c</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>A. Chant and Movement: Responsibility Chant (5 minutes)</p> <p>B. Engaging the Learner: Responsibility (10 minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Working on a Magnificent Thing (15 minutes)</p> <p>B. Small Group Practice: Working on a Magnificent Thing (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>			<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p>Lesson 5</p> <p>SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>Discussing and Writing: Working on a <i>Magnificent Thing</i></p> <p>1. Opening</p> <p>A. Engaging the Learner: Reviewing Yesterday's Work (5 minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Working on a Magnificent Thing (10 minutes)</p> <p>B. Small Group Practice: Working on a Magnificent Thing (15 minutes)</p> <p>C. Modeling and Guided Writing: Working on a Magnificent Thing (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face: How I Used Tools (10 minutes)</p>	<ul style="list-style-type: none"> • I can listen to and talk with my group about the work that needs to get done on our magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) • I can record what I did to complete our magnificent thing. (W.1.8) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Classroom Discussion Norms anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol
<p>Lesson 6</p> <p>SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>Examine and Document: Identifying Revisions for a Magnificent Thing</p> <p>1. Opening</p> <p>A. Engaging the Learner: Revision (10 minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Identifying Revisions for a</p>	<ul style="list-style-type: none"> • I can examine our magnificent thing to identify ways to make it better. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) • I can document the changes my group will make to our magnificent thing. (W.1.8) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • How to Make a Magnificent Thing anchor chart • Examine and Revise Question anchor chart • Perseverance anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol

	<p>Magnificent Thing (5 minutes)</p> <p>B. Small Group Practice: Identifying Revisions for a Magnificent Thing (10 minutes)</p> <p>C. Modeling and Guided Writing: Identifying Revisions for a Magnificent Thing (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (15 minutes)</p>			
<p>Lesson 7</p> <p>SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, W.1.8</p> <p>TN Standards</p> <p>1.RL.KID.3, 1.SL.CC.1a/b/c, 1.W.RBPK.8</p>	<p>Discussing and Writing: Finishing a Magnificent Thing</p> <p>1. Opening</p> <p>A. Pinky Partners: How Did Revision Go? (10 minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Finishing a Magnificent Thing (5 minutes)</p> <p>B. Small Group Practice: Finishing a Magnificent Thing (15 minutes)</p> <p>C. Modeling and Guided Writing: Finishing a Magnificent Thing (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> • I can discuss and agree on the finishing touches for our group's magnificent thing. (SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c) • I can sketch and write about my group's finished magnificent thing. (W.1.8) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Pinky Partners anchor chart • Pinky Partner protocol • Collaboration anchor chart • Initiative anchor chart • Responsibility anchor chart • Perseverance anchor chart
<p>Lesson 8</p> <p>W.1.2, W.1.8, L.1.2</p> <p>TN Standards</p> <p>1.W.TTP.2, 1.W.RBPK.8, 1.FL.WC.4</p>	<p>Performance Task: Informational Writing: Analyzing a Model and Drafting a Focus Statement</p> <p>1. Opening</p> <p>A. Launching the Performance Task: Part II (10 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing a Model: My Magnificent Thing Description (15 minutes)</p> <p>B. Drafting a Focus Statement: My Magnificent Thing Description (15 minutes)</p> <p>C. Revising and Editing a Focus statement: My Magnificent</p>	<ul style="list-style-type: none"> • I can identify what makes a high-quality description of a magnificent thing. (W.1.2) • I can write the focus statement for my description of our magnificent thing. (W.1.2, W.1.8, L.1.2) 	<ul style="list-style-type: none"> • Magnificent Thing Writing booklet 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Performance Task anchor chart • Steps to Write My Magnificent • Thing Description anchor chart

	<p>Thing Description (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>			
<p>Lesson 9</p> <p>W.1.2, W.1.8, L.1.2</p> <p>TN Standards</p> <p>1.W.TTP.2, 1.W.RBPK.8, 1.FL.WC.4</p>	<p>Performance Task: My Magnificent Thing Detail Sentences</p> <p>1. Opening A. Introducing the Magnificent Thing Notebook as a Writing Resource (10 minutes)</p> <p>2. Work Time A. Drafting Detail Sentences: My Magnificent Thing Description (25 minutes) B. Revising and Editing Detail Sentences: My Magnificent Thing Description (15 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners: Sharing Our Writing (10 minutes)</p>	<ul style="list-style-type: none"> • I can write details in my magnificent thing description about how I used tools. (W.1.2, W.1.8, L.1.2) • I can plan for my writing by using my Magnificent Thing notebook. (W.1.2) 	<ul style="list-style-type: none"> • Magnificent Thing Writing booklet 	<ul style="list-style-type: none"> • Steps to Write My Magnificent Thing Description anchor chart • Ways to Work with My Writing Partner anchor chart • Pinky Partners anchor chart • Pinky Partner protocol
<p>Lesson 10</p> <p>W.1.2, W.1.8, L.1.2</p> <p>TN Standards</p> <p>1.W.TTP.2, 1.W.RBPK.8, 1.FL.WC.4</p>	<p>Performance Task: My Magnificent Thing: Drafting a Conclusion and Revising</p> <p>1. Opening A. Shared Writing: Writing an Invitation to Guests (10 minutes)</p> <p>2. Work Time A. Drafting a Conclusion: My Magnificent Thing Description (15 minutes) B. Revising and Editing a Conclusion: My Magnificent Thing Description (10 minutes) C. Revising: My Magnificent Thing Description (20 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners: Sharing Our Writing (5 minutes)</p>	<ul style="list-style-type: none"> • I can write a conclusion for my magnificent thing description. (W.1.2, W.1.8, L.1.2) • I can revise My Magnificent Thing Description using the Revising and Editing Checklist. (W.1.2, L.1.2) 	<ul style="list-style-type: none"> • Magnificent Thing Writing booklet • Revising and Editing Checklist 	<ul style="list-style-type: none"> • Steps to Write My Magnificent Thing Description anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol • Ways to Work with My Writing Partner anchor chart • Pinky Partners anchor chart • Pinky Partner protocol
<p>Lesson 11</p> <p>W.1.2, W.1.8, L.1.2</p>	<p>Performance Task: My Magnificent Thing: Editing and Reflecting</p> <p>1. Opening A. Reviewing Steps to Write My</p>	<ul style="list-style-type: none"> • I can edit and publish my writing using the Revising and Editing Checklist for my magnificent thing description. (W.1.2, W.1.8, L.1.2) 	<ul style="list-style-type: none"> • Magnificent Thing Writing booklet • Revising and Editing Checklist 	<ul style="list-style-type: none"> • Steps to Write My Magnificent Thing Description anchor chart • Classroom Tools and Materials anchor chart • Ways to Work with My Writing Partner anchor chart

<p>TN Standards 1.W.TTP.2, 1.W.RBPK.8, 1.FL.WC.4</p>	<p>Magnificent Thing Description (5 minutes) 2. Work Time A. Editing: My Magnificent Thing Description (20 minutes) B. Editing with My Writing Partner: My Magnificent Thing Description (15 minutes) C. Reflecting with My Writing Partner: My Magnificent Thing Description (10 minutes) 3. Closing and Assessment A. Pinky Partners: Sharing Our Writing (10 minutes)</p>	<ul style="list-style-type: none"> • I can reflect with my writing partner. (W.1.8) 		<ul style="list-style-type: none"> • Pinky Partners anchor chart • Pinky Partner protocol
<p>Lesson 12 W.1.2, W.1.8, SL.1.6, L.1.2 TN Standards 1.W.TTP.2, 1.W.RBPK.8, 1.SL.PKI.6, 1.FL.WC.4</p>	<p>Unit 3 Assessment: Describing a Habit of Character I Used 1. Opening A. Letter from Headquarters: Habits of Character (5 minutes) 2. Work Time A. Unit 3 Assessment: Describing a Habit of Character I Used (25 minutes) B. Preparing for Our Celebration of Learning: Designating Roles (20 minutes) 3. Closing and Assessment A. Introducing Effective Learners Anchor Chart (10 min.)</p>	<ul style="list-style-type: none"> • I can write and draw to describe how I used a habit of character to make my magnificent thing. (W.1.2, W.1.8, L.1.2) • I can prepare for our celebration of learning by speaking clearly and using complete sentences about our magnificent thing. (SL.1.6) 	<ul style="list-style-type: none"> • Unit 3 Assessment: Describing a Habit of Character I Used 	<ul style="list-style-type: none"> • Collaboration anchor chart • Initiative anchor chart • Responsibility anchor chart • Perseverance anchor chart • Working to Become Effective • Learners anchor chart • Effective Learners anchor chart
<p>Lesson 13 SL.1.1, SL.1.6 TN Standards 1.SL.CC.1, 1.SL.PKI.6</p>	<p>Reading Aloud: Sharing and Celebrating Our Magnificent Things 1. Opening A. It's Time for the Celebration! (5 minutes) 2. Work Time A. Celebration of Learning (35 minutes) B. Reflecting on Learning (10 min) 3. Closing and Assessment A. Shared Writing: Letter to Headquarters (10 minutes)</p>	<ul style="list-style-type: none"> • I can present my group's magnificent thing by speaking clearly and using complete sentences. (SL.1.6) • I can name the magnificent things other groups have created and how they are helping the classroom. (SL.1.1) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.1.1a, SL.1.1b, and SL.1.1c (see Assessment Overview and Resources) 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart • What Did We Create? Anchor chart

To peruse the details of this module and other first grade modules access the following web address- curriculum.eleducation.org/curriculum/ela/grade-1/