

Kindergarten	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 1
Introduction		
<p>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.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 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. <p>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).</p> <p>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.</p>		
How to Use the Curriculum Maps		
<p>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 <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>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.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. 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 <i>Journeys</i> 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 <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

Kindergarten Meaning-Based Map: EL Curriculum-at-a-Glance Module 2

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) Foundational Literacy instruction (60-90 minutes-please see [Suggested Foundational Skills Block Framework](#) document for guidance on how to structure your foundational literacy time).

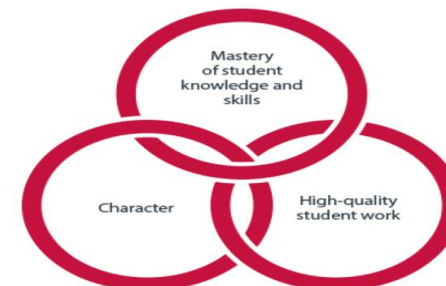
Guidance for Meaning-Based Instruction: Structure of an EL Module

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. Each unit progresses in a standard sequence. Unit 1 students read, discuss, dramatize, draw and write so that they acquire strong and specific content and background knowledge about the topic. Unit 2 extends the reading, research and writing on the topic. Finally, Unit 3 includes the performance task: an extended, supported writing task or presentation where students need to successfully bring together what they have learned about the topic of study.



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.



These three dimensions are the aspirational outcomes for the entire K-5 EL curriculum. Achievement is more than mastery of knowledge and skills or students’ scores on a test. Habits of character and high-quality work are also taught and prized.

Kindergarten	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 2
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>

Throughout this curriculum map, teachers will notice high-quality texts identified for students to engage with through reading/read alouds, discussing, and writing tasks that align to the demands of the standards. Therefore, the high-leverage resources noted below are intended to support teachers' understanding of the curriculum, the standards, and/or instructional practices specified in EL.

Reading Resource Tool Kit: Meaning-based Instruction	
The Tennessee State ELA Standards and Crosswalk	
<p>The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html</p>	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
<p>Crosswalk https://drive.google.com/file/d/1I_dUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing</p>	<p>This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.</p>
Scaffolds in the EL Curriculum	
<p>Digging Deeper on Differentiation Strategies https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing</p>	<p>This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.</p>
<p>Scaffolding Options for ELA https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing</p>	<p>This table provides scaffolding options regarding the various instructional components found in EL.</p>
<p>Meeting Students Needs Through Scaffolding https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing</p>	<p>This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.</p>
Read-Alouds/Close Reading	
<p>Scaffolding Options for Close Reading/Read-aloud https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing</p>	<p>This article focuses on the importance of read alouds and close reads. It also offers suggestions for scaffolds to support students in engaging with complex text.</p>
<p>Vocabulary Development During the Read aloud http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices</p>	<p>This article provides information regarding how read-alouds help develop students reading ability especially as it regards vocabulary development.</p>
<p>Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis https://vimeo.com/213202773</p>	<p>This is the first video in a two-part series that features a primary class engaging in a close read aloud.</p>

<p>Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task https://vimeo.com/213193741</p>	<p>This is the second video in a two-part series that features a primary grade class engaging in a close read-aloud whereby the teacher is guiding her students through a carefully crafted sequence of text dependent questions that engages all learners.</p>
<p>Behind the Practice: Close Read-Aloud in the Primary Grades https://vimeo.com/213180590</p>	<p>This is a behind the practice video of the teacher giving us a window into her purposeful planning and delivery of a Close Read-Aloud.</p>
<p>Student Engagement: EL Protocols</p>	
<p>EL Protocols: https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing</p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>
<p>Classroom Protocols in Action: Science Talk https://vimeo.com/169909161</p>	<p>This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.</p>
<p>Social Emotional Learning in EL</p>	
<p>EL Character Framework https://characterframework.eleducation.org/</p>	<p>Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. This website highlights what EL means by character and how EL Education’s curriculum promotes habits of character.</p>
<p>Edutopia: Social Emotional Learning https://www.edutopia.org/social-emotional-learning</p>	<p>This website has a robust library of Social Emotional Learning (SEL) resources, such as videos and articles, that teachers may access to learn more about SEL.</p>
<p>Social Emotional Learning: FAQ https://casel.org/faqs/</p>	<p>Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.</p>
<p>Aspen Institute: National Commission on Social, Emotional, and Academic Development https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/</p>	<p>Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.</p>
<p>Additional Resources</p>	
<p>The moDEL Detroit Project: https://www.detroitk12.org/Page/9721</p>	<p>The moDEL Detroit Project provides both planning and delivery resources to teachers that are implementing the EL Education curriculum. This includes PowerPoints for every lesson in grades K-8. These resources were developed in conjunction with various literacy experts. However, SCS teachers that choose to use the presentations should review them before use to ensure the information highlights the lesson’s priorities identified for their students. <i>Please note, once downloaded the PowerPoints can be revised to meet your needs.</i></p>
<p>ESL Support (Please copy and paste the link below into your search browser to access.) https://sck12.sharepoint.com/:f:/s/SCSESLResources/EpVf3XAm4O9MI3hTDfoUT-kB7XoNr5WeG318ICKR0ZcxzA?e=6OMp26</p>	<p>This resource provided by the ESL Department includes scaffolding options for ESL students within EL in order to support their language needs as outlined on their Individual Learning Plans (ILPs) per Tennessee Policy 3.207.</p>

Note: To access the resource click the link. If the link does not open when clicked, copy and paste the link into the browser of your Internet search engine.

Module Overview: Kindergarten Module 1: Toys and Play Overview

In this module, students build their literacy and citizenship skills as they engage in a study of toys and play. In Unit 1, students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the text *Llama Llama Time to Share* by Anna Dewdney.

In Unit 2, students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences, using language and ideas from the text *Toys Galore* by Peter Stein.

In Unit 3, students deepen their understanding of perspective as they read the text *Have Fun, Molly Lou Melon* by Patty Lovell. Students also learn about toys from a historical perspective using the text *Playing with Friends: Comparing Past and Present* by Rebecca Rissman. As a culmination of the unit, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about their classmate’s preferred toy and how the classmate likes to play with it. **This performance task centers on CCSS ELA W.K.2, W.K.8, L.K.2c, and L.K.2d.**

Guiding Questions and Big Ideas

What can we do to make playing together fun?

- People can learn to play and work together through cooperation.

What makes toys fun?

- Using your imagination makes toys fun.

Which classroom toy do I prefer? Why do I prefer that classroom toy?

- Everyone has preferences and reasons for their preference.

What toys do others prefer? Why do they prefer them?

- Different people prefer different toys for different reasons.

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Toys and play	Task Informational writing describing a classmate’s toy preference
Targets (CCSS explicitly taught and assessed): RL.K.1, RL.K.7, W.K.1, W.K.8, SL.K.1, S.L.K.3	Texts <i>Llama Llama Time to Share, Toys Galore, Playing with Friends and Have Fun, Molly Lou Melon</i>



Kindergarten Module 1: Toys and Play Unit 1: Curriculum Guidance

Habits of Character- Work to Become Ethical People: **Social-Emotional Learning (SEL) Focus**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right(e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to become ethical people by treating others well. Throughout Unit 1, students practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: **Responding to Text-Thinking about Illustrations and Speaking**

This assessment focuses on students’ comprehension of literary text read aloud. It centers on **CCSS ELA RL.K.1, RL.K.7, and SL.K.1**. After being presented with a variety of scenes from the text *Llama Llama Time to Share*, students choose the illustrations that best answer the focus question: “What does Llama Llama learn about playing with others?” Then, using the pictures they chose, they engage in a conversation with a partner to explain their work. 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 Speaking and Listening Checklist to gather data on students’ progress toward SL.K.1.

Required Unit Trade Book(s): *Llama Llama Time to Share*

Suggested Pacing: *This unit is approximately 1.5 weeks or 7 sessions of instruction.*

Noteworthy: Kindergarten Portfolio Standards that are engaged with in this unit are highlighted below in **red**. This unit’s assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson ‘#’ highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>W.K.2, SL.K.1</p> <p>TN Standards</p> <p>K.W.TTP.2, K.SL.CC.1</p>	<p>Speaking and Listening: Playing Together</p> <p>1. Opening A. Reading Aloud: Letter from the Principal (10 minutes)</p> <p>2. Work Time A. Introducing Learning Targets: “The Magic Bow” (5 minutes) B. Structured Discussion: What Can We Do to Make Playing Together Fun? (15 minutes)</p>	<ul style="list-style-type: none"> I can participate in conversations with my classmates. (SL.K.1) I can draw a picture to show how to make playing together fun. (W.K.2) 	<ul style="list-style-type: none"> Listen to partner conversations about playing together. “Making Playing Together Fun” response sheets. Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Think-Pair-Share anchor chart Conversation Partner anchor chart Think-Pair-Share protocol

	<p>C. Independent Writing: What Can We Do to Make Playing Together Fun? (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>			
<p><u>Lesson 2</u></p> <p>RL.K.1, RL.K.3, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.KID.3, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 1 and Play and Exploration with Play Dough</p> <p>1. Opening</p> <p>A. Establishing Norms for Conversation (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 1: <i>Llama Llama Time to Share</i> (15 minutes)</p> <p>B. Developing Language: Play and Exploration with Play Dough (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates. (SL.K.1) • I can identify characters in a story that is read to me. (RL.K.1, RL.K.3) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening Checklist (see Assessment Overview and Resources). • Listen to partner and whole group conversations about playing together. 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Conversation Partner anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p><u>Lesson 3</u></p> <p>RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.3, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 2 and Play and Exploration with Pattern Blocks</p> <p>1. Opening</p> <p>A. Reinforcing Norms for Conversation (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 2: <i>Llama Llama Time to Share</i> (20 minutes)</p> <p>B. Developing Language: Play and Exploration with Pattern Blocks (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)</p> <p>B.</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) • I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening checklist (see Assessment Overview and Resources). • Listen to partner conversations about playing with pattern blocks. 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Llama Llama’s Feelings anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p><u>Lesson 4</u></p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 3 and Play and Exploration with Dramatic</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about our play 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Llama Llama’s Feelings anchor chart • Think-Pair-Share anchor chart

<p>RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.IKI.7, K.SL.CC.1</p>	<p>Toys</p> <p>1. Opening A. Toys and Play Word Wall (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 3: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Dramatic Toys (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on our Learning (5 minutes) B. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)</p>	<p>and our materials. (SL.K.1)</p> <ul style="list-style-type: none"> I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). Listen to partner conversations about playing with dramatic play toys. 	<ul style="list-style-type: none"> Think-Pair-Share protocol
<p><u>Lesson 5</u></p> <p>RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.IKI.7, K.SL.CC.1</p>	<p>Unit 1 Assessment: Close Read-aloud Culminating Task and Reflecting on Playing with Others</p> <p>1. Opening A. Setting a Purpose: "Talk and Listen" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 4: <i>Llama Llama Time to Share</i> (20 minutes) B. Play with Classroom Toys or Unit 1 Assessment (30 minutes)</p> <p>3. Closing A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can participate in conversations with my classmates. (SL.K.1) I can use details from the text to explain how and why Llama Llama changes his mind about sharing. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> RL Formative Assessment sheet (see Assessment Overview and Resources). Speaking and Listening checklist (see Assessment Overview and Resources). Llama Llama Learns about Playing response sheets. 	<ul style="list-style-type: none"> Llama Llama's Feelings anchor chart Think-Pair-Share anchor chart Discussion Norms anchor chart Think-Pair-Share protocol
<p><u>Lesson 6</u></p> <p>SL.K.1</p> <p><u>TN Standards</u></p>	<p>Shared Writing: A Letter Back to the Principal</p> <p>1. Opening A. Engaging the Learner: Reviewing the "Play Today"</p>	<ul style="list-style-type: none"> I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). Listen to partner conversation about play commitments. 	<ul style="list-style-type: none"> Commitments for Playing Together anchor chart Think-Pair-Share anchor chart Discussion Norms anchor chart Think-Pair-Share protocol

<p>K.SL.CC.1</p>	<p>Poem (5 minutes) B. Shared Reading: Letter from the Principal (5 minutes) 2. Work Time A. Structured Discussion and Role Play: Commitments for Playing Together (15 minutes) B. Shared Writing: Letter to the Principal (20 minutes) Closing and Assessment C. Writing and Drawing: Reflecting on Personal Playing Commitments (15 minutes)</p>			
<p><u>Lesson 7</u> W.K.2, SL.K.1 <u>TN Standards</u> K.W.TTP.2, K.SL.CC.1</p>	<p>Independent Writing and Drawing: My Playing Commitment 1. Opening A. Building Vocabulary: "Play Today" Poem (5 minutes) 2. Work Time A. Shared Reading: Playing Commitments and Letter to the Principal (10 minutes) B. Small Group Practice: Playing Commitments Role Play (10 minutes) C. Independent Writing and Drawing: My Playing Commitments (20 minutes) 3. Closing and Assessment A. Sharing and Celebrating: Pair Share (10 minutes)</p>	<ul style="list-style-type: none"> • I can write with pictures and words to describe my playing commitment. (W.K.2) • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> • Formative Assessment Sheet (see Assessment Overview and Resources). • My Playing Commitment student response sheets. 	<ul style="list-style-type: none"> • Commitments for Playing Together anchor chart • Conversation Partners Chart



Kindergarten Module 1: Toys and Play Unit 2: Curriculum Guidance

Habits of Character- Work to Become Ethical People: **Social-Emotional Learning (SEL) Focus**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right(e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to become ethical people by treating others well. Throughout Unit 2, students continue to practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: **Writing about the Classroom Toys We Prefer**

This assessment centers on **CCSS ELA W.K.1, L.K.5c, L.K.6**. For this assessment, students use a combination of drawing, dictating, and writing to communicate a preference about which classroom toy they prefer. The assessment is in two parts. In the first, students respond to the prompt: “Which of these classroom toys do you prefer?” During the second part of the assessment, students respond to the prompt: “Draw the classroom toy you prefer. Write at least one word to describe the toy.” This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides baseline data to be used to guide instruction throughout the module.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening and Opinion Writing checklists to gather data on students’ progress toward SL.K.1, SL.K.4, W.K.1, and L.K.6.

Required Unit Trade Book(s): *Toys Galore*

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

Noteworthy: Kindergarten Portfolio Standards that are engaged with in this unit are highlighted below in **red**. This unit’s assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson ‘#’ highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>SL.K.1, SL.K.4, L.K.1, L.K.1f</p> <p>TN Standards</p> <p>K.SL.CC.1, K.SL. PKI.4, K.FL.SC.6, K.FL.SC.6g</p>	<p>Speaking and Listening: Describing Toys</p> <p>1. Opening</p> <p>A. Back-to-Back and Face-to-Face: Letter from the Principal (10 minutes)</p> <p>2. Work Time</p> <p>A. Working with Vocabulary: Toys and Play Word Wall</p>	<ul style="list-style-type: none"> I can describe a toy (SL.K.1, SL.K.4, L.K.1, L.K.1.F). 	<ul style="list-style-type: none"> Observe students following steps in Back-to- Back and Face-to-Face protocol Naming classroom toys Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> Back-to-Back and Face-to- Face anchor chart Back-to-Back and Face-to- Face protocol

	<p>(10 minutes) B. Developing Language: Exploring and Describing Toys (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>			
<p><u>Lesson 2</u> RI.K.4, SL.K.1, SL.K.4, L.K.1, L.K.1.f <u>TN Standards</u> K.RI.CS.4, K.SL.CC.1, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6g</p>	<p>Reading and Discussion: Describing the Color and Size of Toys 1. Opening A. Engaging the Reader: <i>Toy Riddles</i>, Pages 1-6 (5 minutes) 2. Work Time A. Reading Aloud: <i>Attributes of Toys</i>, Pages 1-4 (10 minutes) B. Engaging the Learner: Attributes Game and Charts (15 minutes) C. Developing Language: Exploring and Describing Toys (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the attributes of a toy by telling about its color and size (SL.K.1, SL.K.4, L.K.1, L.K.1.F). 	<ul style="list-style-type: none"> • Naming color and size words • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart
<p><u>Lesson 3</u> RI.K.4, SL.K.1, SL.K.4, L.K.1, L.K.1f <u>TN Standards</u> K.RI.CS.4, K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g</p>	<p>Reading and Discussion: Describing the Shape and Texture of Toys 1. Opening A. Engaging the Reader: <i>Toy Riddles</i>, Pages 7-10 (5 minutes) 2. Work Time A. Reading Aloud: <i>Attributes of Toys</i>, Pages 5-9 (10 minutes) B. Engaging the Learner: Attributes Game and Charts (15 minutes) C. Developing Language: Exploring and Describing Toys (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the attributes of a toy by telling about its shape and texture (SL.K.1, SL.K.4, L.K.1, L.K.1f). 	<ul style="list-style-type: none"> • Naming shape and texture words • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Shape Words anchor chart • Texture Words anchor chart

<p>Lesson 4</p> <p>SL.K.1, SL.K.4, L.K.5, L.K.5a, L.K.5c</p> <p>TN Standards</p> <p>K.SL.CC.1, K.SL.PK1.4, K.FL.VA.7b, K.FL.VA.7bi, K.FL.VA.7biii,</p>	<p>minutes)</p> <p>Speaking and Listening: Describing and Sorting Toys</p> <p>1. Opening A. Engaging the Reader: <i>Toy Riddles</i>, Pages 11-14 (5 minutes)</p> <p>2. Work Time A. Shared Writing: Writing a Toy Riddle (10 minutes) B. Engaging the Learner: Attributes I Spy Game (15 minutes) C. Developing Language: Sorting Toys (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face: Sharing About Sorting (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe a toy by telling about its color, size, shape, and texture. (SL.K.1, SL.K.4, L.K.5c) • I can sort toys into groups by the same attribute (L.K.5a) 	<ul style="list-style-type: none"> • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Back-to-Back and Face-to-Face anchor chart • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Back-to-Back and Face-to-Face protocol
<p>Lesson 5</p> <p>SL.K.1, L.K.1, L.K.1f</p> <p>TN Standards</p> <p>K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g</p>	<p>Speaking and Listening: Toy Preferences</p> <p>1. Opening A. Engaging the Learner: Toys in Our Class Song (10 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Toys Galore</i> (15 minutes) B. Building Vocabulary: Would You Prefer? (10 minutes) C. Structured Discussion: Toy Preferences (15 minutes)</p> <p>3. Closing and Assessment A. Drawing and Writing: My Preferred Toy (10 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1f) 	<ul style="list-style-type: none"> • Observe students using sentence frames to describe toy preferences • Drawing and labeling a preferred classroom toy 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Discussion Norms anchor chart • Conversation Partners chart • Think-Pair-Share protocol

<p><u>Lesson 6</u></p> <p>RI.K.1, RI.K.4, W.K.2, L.K.5c, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, R.RI.CS.4, KW.TTP.2, K.FL.VA.7biii, K.FL.VA.7c</p>	<p>Writing and Drawing: Describing Classroom Toys</p> <p>1. Opening A. Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 1-11 (15 minutes) B. Modeling: Examining and Drawing Toys (10 minutes) C. Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Think-Pair-Share: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<ul style="list-style-type: none"> • Describing toys using physical attributes and verbs to describe ways to play with toys • Drawing and labeling a classroom toy 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Classroom Toys chart • Think-Pair-Share protocol
<p><u>Lesson 7</u></p> <p>RI.K.1, RI.K.4, W.K.2, L.K.5c, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.CS.4, K.W.TTP.2, K.FL.VA.7biii, K.FL.VA.7c</p>	<p>Reading Informational Text and Writing and Drawing: Describing Classroom Toys</p> <p>1. Opening A. Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 12-23 (15 minutes) B. Modeling: Examining and Drawing Toys (10 minutes) C. Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<ul style="list-style-type: none"> • Describing toys using physical attributes and verbs to describe ways to play with toys • Drawing and labeling a classroom toy 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol

<p><u>Lesson 8</u></p> <p>RI.K.1, RI.K.4, SL.K.1, L.K.1, L.K.1f, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.CS.4, K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g, K.FL.VA.7c</p>	<p>Speaking and Listening: Discussing Toy Preferences</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" Song (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 24-30 (15 minutes) B. Modeling: Discussing Toy Preferences (10 minutes) C. Structured Play and Discussion: Discussing Toy Preferences (20 minutes)</p> <p>3. Closing and Assessment A. Sharing Toy Preferences (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1.F, L.K.6) 	<ul style="list-style-type: none"> • Observe students using sentence frames to discuss toy preferences • Describing toys using physical attributes and verbs to describe ways to play with toys 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart
<p><u>Lesson 9</u></p> <p>W.K.1, L.K.6, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.W.TTP.1, K.FL.VA.7c, K.SL.CC.1</p>	<p>Unit 2 Assessment, Part I: Selecting, Writing and Talking About Our Classroom Toy Preferences</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" Song (10 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Part I: Selecting, Writing and Talking about the Classroom Toy I Prefer (25 minutes) A. Shared Writing: Letter Back to the Principal (15 minutes)</p> <p>3. Closing and Assessment Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can write about the classroom toy I prefer. (W.K.1, L.K.6) • I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<ul style="list-style-type: none"> • Unit 2 Assessment, Part I recording forms • Observe students following discussion norms during Back-to-Back and Face-to-Face protocol 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol

<p><u>Lesson 10</u></p> <p>W.K.1, L.K.5c, L.K.6, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.W.TTP.1, K.FL.VA.7b, K.FL.VA.7c, K.SL.CC.1</p>	<p>Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" song (5 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer (30 minutes) B. Structured Discussion: Sharing the Classroom Toys We Prefer (15 minutes)</p> <p>3. Closing and Assessment A. Choral Reading: Letter Back to the Principal (5 minutes) B. Building Vocabulary: "Toys in our Class" Song (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe the classroom toy I prefer using pictures and words. (W.K.1, L.K.5c, L.K.6) • I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<ul style="list-style-type: none"> • Unit 2 Assessment, Part II recording forms • Observe students following discussion norms during Back-to-Back and Face-to-Face protocol 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Discussion Norms anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol
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Kindergarten Module 1: Toys and Play Unit 3: Curriculum Guidance

Habits of Character- Work to Become Ethical People: **Social-Emotional Learning (SEL) Focus**

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right(e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to become ethical people by treating others well. Throughout Unit 3, students continue to practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials. Lessons that engage students with social emotional learning and use an anchor chart or protocol as part of the engagement strategy are identified in **bold print** under the category Anchor Charts and Protocols.

Unit Assessment: **Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy**

This assessment centers on **CCSS ELA W.K.8 and SL.K.3**. For this assessment, students interview a classmate, asking questions such as: “Which of these classroom toys do you prefer?” and “How do you like to play with that toy?” They then use this information to complete their performance task, writing and drawing about their classmate’s preferred toy. These partner interviews will take place in small groups during Lessons 9 and 10 of the unit.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening to gather data on students’ progress with **SL.K.1, SL.K.3**.

Required Unit Trade Book(s): *Have Fun Molly Lou Melon and Playing with Friends*

Suggested Pacing: This unit is approximately 3 weeks or 13 sessions of instruction

Noteworthy: Kindergarten Portfolio Standards that are engaged with in this unit are highlighted below in **red**. This unit's assessment centers on the standards highlighted below in **green**. To access the EL lesson online, click on the Lesson '#' highlighted in **blue**.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RL.K.1, RL.K.3, L.K.1, L.K.1d, L.K.5, L.K.5a</p> <p>TN Standards K.RL.KID.1, K.RL.KID.3,</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 1 and Sorting Photos</p> <p>1. Opening A. Reading Aloud: Letter from the Principal (10 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 1: <i>Have Fun, Molly Lou Melon</i> (20 minutes) B. Noticing and Wondering:</p>	<ul style="list-style-type: none"> I can identify the characters and setting in a story that is read to me. (RL.K.1, RL.K.3) I can sort toys into groups of toys now and toys long ago. (L.K.5a) 	<ul style="list-style-type: none"> RL Formative Assessment Sheet to track students’ progress toward the RL standards Listen to students discuss the main characters and setting of the text Listen for students to explain how they are making groups as they sort the photos 	<ul style="list-style-type: none"> Ways We Ask Others Questions anchor chart Conversation Partner chart Grandma Teaches Molly Lou anchor chart

	<p>Sorting Photos of Toys (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Establishing Discussion Norms: Ways We Ask Others Questions anchor chart (10 minutes)</p>			
<p><u>Lesson 2</u></p> <p>RL.K.1, RL.K.4, RL.K.7, SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.CS.4, K.RL.IKI.7, K.SL.CC.3, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 2 and Exploring Photos</p> <p>1. Opening</p> <p>A. Song and Movement: “Toys from Long Ago” Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 2: <i>Have Fun, Molly Lou Melon</i>, Pages 1–8 (20 minutes)</p> <p>B. Noticing and Wondering: Toys Long Ago Guessing Game (20 minutes)</p> <p>C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe what Grandma teaches Molly Lou about toys using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can ask a question to learn about my classmate. (SL.K.3, L.K.1.d) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students’ progress toward the RL standards • Listen for students to describe what Grandma teaches Molly Lou • Listen for students to use the guessing game sentence frame to name and describe photos of toys from long ago • Monitor students as they ask a question and listen to their partner’s response. 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart • Grandma Teaches Molly Lou anchor chart • Shape Words anchor chart
<p><u>Lesson 3</u></p> <p>RL.K.1, RL.K.7, SL.K.3, L.K.1, L.K.1d, L.K.1f</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.IKI.7, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 3 and Play and Exploration</p> <p>1. Opening</p> <p>A. Song and Movement: “Toys from Long Ago” Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Close Read-aloud Session 3: <i>Have Fun, Molly Lou Melon</i>, Pages 9–14 (20 minutes)</p> <p>B. Play and Exploration: Hot and Cold Game (20 minutes)</p> <p>C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe what Grandma teaches Molly Lou using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can ask questions to learn about my classmates. (SL.K.3, L.K.1.d, L.K.1.f) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students’ progress toward the RL standards • Listen for students to describe what Grandma teaches Molly Lou • Monitor students as they ask a question and listen to their partner’s response. 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart • Grandma Teaches Molly Lou anchor chart • Commitments for Playing Together anchor chart

<p><u>Lesson 4</u></p> <p>RL.K.1, RL.K.4, RL.K.7, SL.K.3, L.K.1, L.K.1d, L.K.1f L.K.5, L.K.5b</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.CS.4, K.RI.IKI.7, K.SL.CC.3, K.FL.SC.6, K.fL.SC.6e, K.FL.SC.6g, K.FL.VA.7b, K.FL.VA.7bii</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 4 and Play and Exploration</p> <p>1. Opening A. Song and Movement: “Toys from Long Ago” Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 4: <i>Have Fun, Molly Lou Melon</i>, Pages 15–20 (20 minutes) B. Play and Exploration: Drop the Handkerchief Game (20 minutes) C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toys that Gertie and Molly Lou prefer using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can ask questions to learn about my classmates. (SL.K.3, L.K.1.d, L.K.1.f, LK.5.b) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students’ progress toward the RL standards • Listen for students to describe the toys Molly Lou and Gertie prefer • Monitor students as they ask a question and listen to their partner’s response. 	<ul style="list-style-type: none"> • Toys Molly Lou and Gertie Prefer anchor chart • Ways We Ask Others Questions anchor chart • Commitments for Playing Together anchor chart
<p><u>Lesson 5</u></p> <p>RL.K.1, RL.K.7, W.K.2, SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.3, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 5 and Drawing and Writing</p> <p>1. Opening A. Poem and Movement: “Jack-in-the-Box” Poem (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 5: <i>Have Fun, Molly Lou Melon</i>, Pages 21–24 (20 minutes) B. Drawing and Writing: Imagining a New Toy (20 minutes)</p> <p>3. Closing and Assessment A. Sharing and Learning: Toy Drawings (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toys that Gertie and Molly Lou prefer using details in the text. (RL.K.1, RL.K.7) • I can draw a new toy using pictures and words. (W.K.2) • I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1.d, L.K.1.f) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students’ progress toward the RL standards • Listen for students to describe the toys Molly Lou and Gertie prefer • Observe students’ writing and drawing. • Listen as students ask a partner a question about their drawing of a toy. 	<ul style="list-style-type: none"> • Toys Molly Lou and Gertie Prefer anchor chart • Color Words anchor chart • Conversation Partner chart) • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Ways We Ask Others Questions anchor chart

<p><u>Lesson 6</u></p> <p>RL.K.1, RL.K.4, RL.K.7, SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.CS.4, K.RL.IKI.7, K.SL.CC.3, K.SLPKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 6 and Developing Language</p> <p>1. Opening A. Poem and Movement: “Little Ball” Poem (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 6: <i>Have Fun, Molly Lou Melon</i>, Pages 25–29 (20 minutes) B. Developing Language: Creating a New Toy (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe how Gertie’s toy preferences changed using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can create a toy using my drawing. (W.K.2) • I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1.d, L.K.1.f) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students’ progress toward the RL standards • Listen for students to describe how Gertie’s toy preferences have changed • Observe as students create their toy • Listen for students to ask and answer questions about the toy creations 	<ul style="list-style-type: none"> • Toys Molly Lou and Gertie Prefer anchor chart • Ways We Ask Others Questions anchor chart • Conversation Partner chart
<p><u>Lesson 7</u></p> <p>RL.K.1, RL.K.7, SL.K.3, L.K.1, L.K.1d</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RI.IKI.7, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 7</p> <p>1. Opening A. Song and Movement: “My Favorite Toys” Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 7: <i>Have Fun, Molly Lou Melon</i> (20 minutes) B. Culminating Task: Sharing Ideas about Gertie (10 minutes) C. Structured Discussion: Learning about Classmates’ Toy Creations (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe how Gertie’s toy preferences change. (RL.K.1, RL.K.7) • I can ask questions to learn about my classmates’ toy creations. (SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Student response sheets for the culminating task • Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Ways We Ask Others Questions anchor chart • Conversation Partner chart
<p><u>Lesson 8</u></p> <p>SL.K.3, L.K.1, L.K.1d</p>	<p>Speaking and Listening: Learning about Others’ Toy Preferences</p> <p>1. Opening</p>	<ul style="list-style-type: none"> • I can ask questions to learn about the toys my classmates prefer. (SL.K.3, L.K.1.D) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist • Listen as pairs practice interviewing each other 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart

<p>TN Standards</p> <p>K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>A. Song and Movement: "My Favorite Toys" Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Asking Others Questions (15 minutes)</p> <p>B. Speaking and Listening: Whole Class Interview Practice (15 minutes)</p> <p>C. Speaking and Listening: Peer Interview Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>			
<p><u>Lesson 9</u></p> <p>W.K.8, SL.K.3, L.K.1, L.K.1d</p> <p>TN Standards</p> <p>K.W.RBPK.8, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Unit 3 Assessment, Part I: Interviewing a Classmate</p> <p>1. Opening</p> <p>A. Song and Movement: "My Favorite Toys" Song (5 minutes)</p> <p>B. Engaging the Learner: Introducing the Assessment (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 3 Assessment, Part I with Group A: Interviewing a Classmate (20 minutes)</p> <p>B. Unit 3 Assessment, Part I with Group B: Interviewing a Classmate (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to use as students interview each other 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart
<p><u>Lesson 10</u></p> <p>W.K.8, SL.K.3, L.K.1, L.K.1d</p> <p>TN Standards</p> <p>K.W.RBPK.8, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Unit 3 Assessment, Part II: Interviewing a Classmate</p> <p>1. Opening</p> <p>A. Song and Movement: "My Favorite Toys" Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 3 Assessment, Part II with Group A: Interviewing a Classmate (20 minutes)</p> <p>B. Unit 3 Assessment, Part II with Group B: Interviewing a</p>	<ul style="list-style-type: none"> • I can ask questions to learn about my classmates' toy preferences. (W.K.8, SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist for use as students interview each other 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart

	<p>Classmate (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (15 minutes)</p>			
<p><u>Lesson 11</u></p> <p>W.K.2, W.K.8, L.K.2, L.K.2c, L.K.2d</p> <p><u>TN Standards</u></p> <p>K.W.TTP.2, K.W.RBPK.8, K.FL.SC.6, K.FL.WC.4b, K.FL.WC.4d</p>	<p>Performance Task – Informational Writing: Describing a Classmate’s Toy Preferences</p> <p>1. Opening A. Song and Movement: “Little Ball” Song (5 minutes)</p> <p>2. Work Time A. Drawing and Writing: Describing a Classmate’s Toy Preference (20 minutes) B. Independent Writing: Describing a Classmate’s Toy Preference (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d) 	<ul style="list-style-type: none"> • Observe students’ writing and note progress toward the writing and language standards of this lesson 	<ul style="list-style-type: none"> • Color Words anchor chart • Shape Words anchor chart • Size Words anchor chart • Texture Words anchor chart • Classroom Toys anchor chart
<p><u>Lesson 12</u></p> <p>W.K.2, W.K.8, SL.K.6, L.K.2, L.K.2c, L.K.2d</p> <p><u>TN Standards</u></p> <p>K.W.TTP.2, K.W.RBPK.8, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.WC.4d</p>	<p>Performance Task – Informational Writing: Describing a Classmate’s Toy Preferences</p> <p>1. Opening A. Song and Movement: The “Little Ball” Song (5 minutes)</p> <p>2. Work Time A. Drawing and Writing: Describing How a Classmate Plays (15 minutes) B. Independent Writing: Describing How a Classmate Plays (15 minutes) C. Speaking and Listening: Sharing Our Work (15 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: A Letter Back to the Principal (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d) • I can share my writing using a strong and clear voice. (SL.K.6) 	<ul style="list-style-type: none"> • Observe students’ writing • Speaking and Listening Checklist for use as students practice sharing their writing 	<ul style="list-style-type: none"> • Color Words anchor chart • Texture Words anchor chart • Shape Words anchor chart • Size Words anchor chart • Classroom Toys anchor chart • Ways We Share Our Work anchor chart • Conversation Partner chart
<p><u>Lesson 13</u></p>	<p>Speaking and Listening: Sharing and Celebrating Our Classmates’</p>	<ul style="list-style-type: none"> • I can share my writing using a strong and clear voice. (SL.K.6, 	<ul style="list-style-type: none"> • Speaking and Listening Checklist • Listen for students making 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart

<p>SL.K.6, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.PK1.6, K.FL.VA.7c</p>	<p>Toy preferences</p> <p>1. Opening A. Song and Movement: Singing Songs about Toys (10 minutes)</p> <p>2. Work Time A. Choral Reading: Letter Back to the Principal (5 minutes) B. Speaking and Listening: Sharing and Celebrating Our Writing (15 minutes) C. Developing Language: Teaching Others about Playing with Our Classroom Toys (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<p>L.K.6)</p>	<p>progress toward SL.K.6 as they present their writing and answer visitors' questions</p> <ul style="list-style-type: none"> • Students' reflection forms from the Closing and Assessment 	
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*To peruse the details of this module access the following web address by copying and pasting the following url-<https://curriculum.eleducation.org/curriculum/ela/grade-K/module-1>