

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 maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent 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 Map. [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](#).

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. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. 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 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. For more information about these workstations, see the Resource Toolkit.

- **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 map, 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.

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.

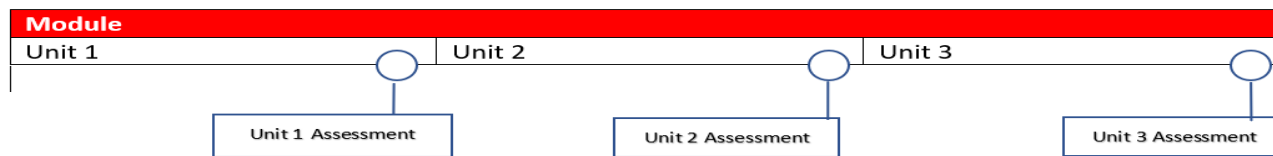
Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction,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

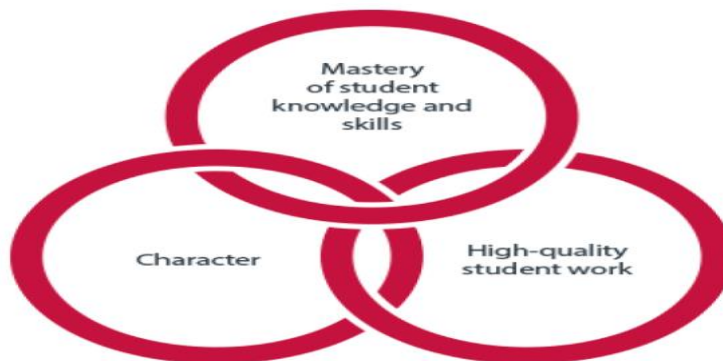
The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

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: Kindergarten Module 4: Enjoying and Appreciating Trees

In this module, students continue to build on their scientific knowledge of trees from Module 3 by exploring the importance of trees to people and their communities. Students learn how different people, both real and imaginary, enjoy and appreciate trees, and they consider how real people and characters have used trees to fill a need in their community. In Unit 1, students learn about the different ways people enjoy trees through reading and analyzing the texts *A Tree for Emmy* by Mary Ann Rodman and *Oliver’s Tree* by Kit Chase and considering how the characters in these texts enjoy and appreciate trees. They write about the different ways trees can be enjoyed in their Enjoying Trees Journal, Part I.

In Unit 2, students read about the ways planting trees can contribute to a community. By studying the informational text *A Tree Is Nice* by Janice May Udry, they learn to name an author’s opinion or point and identify the reasons, within a text, that the author gives to support that point. They read *Mama Miti: Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli and explore different places in a community where trees might be planted through observation of pictures in order to continue gathering information about why and where people plant trees. They then use these skills and information to form and write opinions about where they would choose to plant a tree.

In Unit 3, students deepen their understanding of the importance of trees as they read *We Planted a Tree* by Diane Muldrow. Students apply their new knowledge of the importance of trees to people by advocating for the appreciation of trees in their own community. Students use information and skills gained throughout all three units to create their performance task: a Tree Appreciation card, including an opinion statement, that invites others to pause and appreciate trees around them (W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a, L.K.2b).

Guiding Questions and Big Ideas

How and why are trees important to us and our communities?

- *Trees are important to many living things, including people and animals.*
- *Trees not only provide essential items to living things (food, air, shelter), but they also provide enjoyment and beauty.*
- *People plant trees in communities for many reasons, including to meet needs, to provide beauty, and for enjoyment.*

How can we inspire others to appreciate and enjoy trees?

- *We can take action to help our school and community.*
- *We can share our knowledge to inspire others to appreciate and enjoy trees.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
Topic Contributing to Community: Enjoying and Appreciating Trees	Task Opinion Writing and High- Quality Artwork: Tree Appreciation Card
Targets (CCSS explicitly taught and addressed): W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a, L.K.2b	Texts <i>Gus is a Tree, Oliver’s Tree, We Planted a Tree, Mama Miti; Wangari Maathai and the Trees of Kenya, A Tree for Emmy, A Tree Is Nice</i>



Kindergarten Module 4: Enjoying and Appreciating Trees- Unit 1: Curriculum Guidance

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

In this module, students **work to become ethical people** by respecting others and treating them well. They also work to **contribute to a better world** by applying their learning to help their school and community. Throughout Unit 1, students practice respectful behavior as they engage in conversations, role-play experiences with peers, and practice caring for one another and classroom materials.

Unit Assessment: Comparing and Contrasting Characters from *Oliver's Tree*

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA RL.K.1, RL.K.3, RL.K.9, SL.K.2, and SL.K.4 and tasks students with applying their knowledge about identifying key details and comparing and contrasting characters in a literary text read aloud. After listening to *Oliver's Tree* read aloud and discussing key details, students then work to compare and contrast Oliver to his friends Lulu and Charlie. In the first part of the assessment, students complete a note-catcher to gather key details from the text and compare and contrast the characters. In the second part of the assessment, students use their notes to engage in a small group, structured conversation to share ideas about how the characters in *Oliver's Tree* are similar to and different from one another. During this conversation, students are encouraged to use evidence from the text to support their thinking and to ask questions about the information.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.K.1, SL.K.2, SL.K.4, and SL.K.6; the Reading Literature Text Checklist to gather data on students' reading comprehension, specifically progress toward RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, and RL.K.9; and the Language Checklist to gather data on students' progress toward L.K.4a. Teachers collect Part I of students' Enjoying Trees journals to track evidence of progress toward L.K.1b, L.K.2a, L.K.2b, and L.K.6 (see Assessment Overview and Resources).progress toward L.K.1c, L.K.1d, and L.K.5a (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Oliver's Tree*

Suggested Pacing: This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RL.K.4, RL.K.6, SL.K.2, W.K.8, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b, L.K.4A TN Standards <u>K.RL.CS.4, K.RL.CS.6,</u> <u>K.SI.CC.2, K.W.RBPK.8,</u> <u>K.FL.SC.6, K.FL.SC.6c,</u> <u>K.FL.SC.6i, K.FL.VA.7ai</u>	Speaking and Listening: How Different People Enjoy Trees 1. Opening A. Reading Aloud: <i>Gus Is a Tree</i> (15 minutes) 2. Work Time A. Engaging the Learner: Observation, Exploration, and Introduction of the Module Guiding Question (25 minutes) B. Language Dive: <i>Gus Is a Tree</i> (10 minutes) 3. Closing and Assessment A. Shared Reading and Writing:	<ul style="list-style-type: none"> I can observe how people and characters enjoy trees. (RL.K.4, RL.K.6, SL.K.2) I can describe how people and characters enjoy trees. (W.K.8, SL.K.2) 	<ul style="list-style-type: none"> Reading Literature Text Checklist to track students' progress toward RL.K.6 and RL.K.4 Speaking and Listening Checklist to track students' progress toward SL.K.2 Collect Enjoying Trees Brainstorm note-catchers to track students' progress toward W.K.8 	<ul style="list-style-type: none"> Module 4 Guiding Question anchor chart Questions We Can Ask during a Language Dive anchor chart Unit 1 Guiding Question anchor chart

	Introducing Unit 1 Guiding Question (10 minutes)			
<p>Lesson 2</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b, L.K.4, L.K.4a, L.K.6</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.CS.5, K.RL.CS.6, K.W.RBPK.8, K.SL.CC.2, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i, K.FL.VA.7a, K.FL.VA.7ai, K.FL.VA.7c</u></p>	<p>Reading, Asking Questions, and Writing: Close Read-aloud, Session 1: <i>A Tree for Emmy</i> and Enjoying Trees Journal</p> <p>1. Opening A. Poem and Movement: "The Many Meanings of Words" (10 minutes)</p> <p>2. Work Time A. Shared Reading: Asking Questions to Understand a Story Anchor Chart (5 minutes) B. Close Read-aloud, Session 1: <i>A Tree for Emmy</i> (20 minutes) C. Role-Play Protocol: <i>A Tree for Emmy</i>, Pages 4, 6, 7, 28 (10 minutes)</p> <p>3. Closing and Assessment A. Independent and Shared Writing: Launching Enjoying Trees Journal, Part 1 (15 minutes)</p>	<ul style="list-style-type: none"> I can ask and answer questions about the characters, settings, and major events in the text <i>A Tree for Emmy</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, SL.K.2) I can describe the different ways people can enjoy trees. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b, L.K.6) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.K.1, RL.K.2, RL.K.3, RL.K.5, and RL.K.6 Language Checklist to track students' progress toward L.K.1, L.K.2, L.K.4, and L.K.6 Collect Enjoying Trees Journal, Part 1 to track students' progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b, and L.K.6 	<ul style="list-style-type: none"> Asking Questions to Understand a Story anchor chart Role-Play Protocol anchor chart Role-Play protocol
<p>Lesson 3</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b, L.K.4, L.K.4a, L.K.6</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.CS.4, K.RL.CS.5, K.RL.IKI.9, K.W.RBPK.8, K.SL.CC.2, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i, K.FL.VA.7a, K.FL.VA.7ai, K.FL.VA.7c</u></p>	<p>Reading, Asking Questions, and Writing: Close Read-aloud, Session 2: <i>A Tree for Emmy</i> and Enjoying Trees Journal</p> <p>1. Opening A. Poem and Movement: "The Many Meanings of Words" (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 2: <i>A Tree for Emmy</i>, Pages 1–13 (20 minutes) B. Engaging the Learner: Tree Stretch (10 minutes) C. Independent Writing: Enjoying Trees Journal, Part 1 (15 minutes)</p> <p>3. Closing and Assessment A. Pinky Partners Protocol: Ways to Enjoy Trees (10 minutes)</p>	<ul style="list-style-type: none"> I can ask and answer questions about the characters, settings, and major events in the text <i>A Tree for Emmy</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, SL.K.2) I can describe the different ways people can enjoy trees. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b, L.K.6) 	<ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.K.1, RL.K.2, RL.K.3, and RL.K.4. Speaking and Listening Checklist to track students' progress toward SL.K.2 and SL.K.4 Language Checklist to track students' progress toward L.K.1, L.K.2, L.K.4, and L.K.6 Collect Enjoying Trees Journal, Part 1 to track students' progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b, and L.K.6 	<ul style="list-style-type: none"> Asking Questions to Understand a Story anchor chart Character Comparison Anchor Chart: <i>A Tree for Emmy</i> Unit 1 Guiding Question anchor chart Pinky Partners Protocol anchor chart Pinky Partners protocol
<p>Lesson 4</p>	<p>Reading, Asking Questions, and</p>	<ul style="list-style-type: none"> I can ask and answer 	<ul style="list-style-type: none"> Reading Literature Checklist to 	<ul style="list-style-type: none"> Asking Questions to Understand

<p>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.6, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b, L.K.4, L.K.4a, L.K.6</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.CS.4, K.RL.CS.6, K.RL.IKI.9, K.W.RBPK.8, K.SI.CC.2, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i, K.FL.VA.7a, K.FL.VA.7ai, K.FL.VA.7c</u></p>	<p>Writing: Close Read-aloud, Session 3: <i>A Tree for Emmy</i> and Enjoying Trees Journal</p> <p>1. Opening A. Poem and Movement: “The Many Meanings of Words” (5 minutes)</p> <p>2. Work Time A. Close Read-aloud, Session 3 : <i>A Tree for Emmy</i>, Pages 14–30 (20 minutes) B. Engaging the Learner: Tree Stretch (5 minutes) C. Independent Writing: Enjoying Trees Journal, Part 1 (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Enjoying Trees Journal, Part 1 (10 minutes)</p>	<p>questions about the characters, settings, and major events in the text <i>A Tree for Emmy</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.9, SL.K.2)</p> <ul style="list-style-type: none"> I can describe the different ways people can enjoy trees. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b, L.K.6) 	<p>track students’ progress toward RL.K.1, RL.K.2, RL.K.3, RL.K.4.</p> <ul style="list-style-type: none"> Speaking and Listening Checklist to track students’ progress toward SL.K.2. Language Checklist to track students’ progress toward L.K.1, L.K.2, L.K.4, and L.K.6 Collect Enjoying Trees Journal, Part 1 to track students’ progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b, and L.K.6 	<p>a Story anchor chart</p> <ul style="list-style-type: none"> Character Comparison Anchor Chart: <i>A Tree for Emmy</i> Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 5</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.4, L.K.4a</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.IKI.9, K.W.RBPK.8, K.SI.CC.2, K.SL.PKI.4, K.FL.VA.7ai</u></p>	<p>Reading, Asking Questions, and Writing: Close Read-aloud, Session 4: Culminating Task for Comparing Characters in <i>A Tree for Emmy</i></p> <p>1. Opening A. Poem and Movement: “The Many Meanings of Words” (10 minutes)</p> <p>2. Work Time A. Role-Play Protocol: <i>A Tree for Emmy</i>, Pages 17, 24, 27, 28 (15 minutes) B. Engaging the Learner: Tree Stretch (5 minutes) C. Independent Writing: Close Read Aloud Culminating Task for <i>A Tree for Emmy</i> (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Comparing and Contrasting Characters from <i>A Tree for Emmy</i> (10 minutes)</p>	<ul style="list-style-type: none"> I can compare and contrast the adventures and experiences of characters in the text <i>A Tree for Emmy</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.9, SL.K.2) 	<ul style="list-style-type: none"> Language Checklist to track students’ progress toward L.K.4a Reading Literature Text Checklist to track students’ progress toward RL.K.9 	<ul style="list-style-type: none"> Role-Play Protocol anchor chart Role-Play protocol Character Comparison Anchor Chart: <i>A Tree for Emmy</i> Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 6</p>	<p>Reading and Writing: Focused Read-aloud, Session 1: <i>Oliver’s Tree</i></p>	<ul style="list-style-type: none"> I can identify and describe the characters, 	<ul style="list-style-type: none"> Speaking and Listening Checklist to track students’ progress 	<ul style="list-style-type: none"> Unit 1 Guiding Question anchor chart

<p>RL.K.1, RL.K.3, RL.K.4, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.3, K.RL.CS.4, K.RL.IKI.9, K.W.PBPK.8, K.SL.CC.2, K.SI.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>1. Opening A. Engaging the Learner: Unit 1 Guiding Question Anchor Chart (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 1: <i>Oliver's Tree</i> (20 minutes) B. Engaging the Artist: Introducing Pencil Sketching (20 minutes) C. Independent Writing: Enjoying Trees Journal, Part 1 (10 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)</p>	<p>settings, and major events using key details from the text <i>Oliver's Tree</i>. (RL.K.1, RL.K.3, RL.K.9)</p> <ul style="list-style-type: none"> I can describe the different ways people can enjoy trees. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b, L.K.6) 	<p>toward SL.K.2</p> <ul style="list-style-type: none"> Reading Literature Checklist to track students' progress toward RL.K.1, RL.K.2, and RL.K.3 Collect Enjoying Trees Journal, Part 1 to track students' progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b and L.K.6 	<ul style="list-style-type: none"> Asking Questions to Understand a Story anchor chart Character Comparison Anchor Chart: <i>Oliver's Tree</i> Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 7</p> <p>RL.K.1, RL.K.3, RL.K.4, RL.K.5, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.3, K.RL.CS.4, K.RL.CS.5, K.RL.IKI.9, K.W.PBPK.8, K.SL.CC.2, K.SI.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Reading and Writing: Focused Read-aloud, Session 2: <i>Oliver's Tree</i></p> <p>1. Opening A. Shared Reading: Asking Questions to Understand Anchor Chart (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 2: <i>Oliver's Tree</i>, Pages 17–30 (20 minutes) B. Engaging the Artist: Pencil Sketching (20 minutes) C. Independent Writing: Enjoying Trees Journal, Part 1 (10 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Enjoying Trees Journal, Part 1 (5 minutes)</p>	<ul style="list-style-type: none"> I can identify and describe the characters, settings, and major events using key details from the text <i>Oliver's Tree</i>. (RL.K.1, RL.K.3, RL.K.4, RL.K.9) I can describe the different ways people can enjoy trees. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b, L.K.6) 	<ul style="list-style-type: none"> Speaking and Listening Checklist to track students' progress toward SL.K.2 Reading Literature Checklist to track student progress toward RL.K.1, RL.K.2, RL.K.3, and RL.K.4, Collect Enjoying Trees Journal, Part 1 to track students' progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b and L.K.6 	<ul style="list-style-type: none"> Asking Questions to Understand a Story anchor chart Character Comparison Anchor Chart: <i>Oliver's Tree</i> Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol Module 4 Guiding Question anchor chart
<p>Lesson 8</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.9, W.K.8, SL.K.4</p>	<p>Reading and Writing: Unit 1 Assessment, Part I: Comparing and Contrasting Characters from <i>Oliver's Tree</i></p>	<ul style="list-style-type: none"> I can compare and contrast the adventures and experiences of the characters in the text <i>Oliver's Tree</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.9) 	<ul style="list-style-type: none"> Collect students' Unit 1 Assessment: Same and Different Note-catcher: <i>Oliver's Tree</i> and note progress toward RL.K.1, RL.K.3, and RL.K.9 	<ul style="list-style-type: none"> Character Comparison Anchor Chart: <i>Oliver's Tree</i> Pinky Partners Protocol anchor chart

<p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.IKI.9, K.W.RBPK.8, K.SL.PKI.4</u></p>	<p>1. Opening A. Shared Reading: Character Comparison Anchor Chart: <i>Oliver's Tree</i> (10 minutes) 2. Work Time A. Unit 1 Assessment, Part I: Comparing and Contrasting Characters from <i>Oliver's Tree</i> (20 minutes) B. Engaging the Artist: Revising Pencil Sketches (25 minutes) 3. Closing and Assessment A. Pinky Partners Protocol: Sharing Pencil Sketches (5 minutes)</p>	<ul style="list-style-type: none"> I can describe the parts of a tree and the different ways people can enjoy them. (W.K.8, SL.K.4) 		<ul style="list-style-type: none"> Pinky Partners protocol
<p>Lesson 9</p> <p>RL.K.1, RL.K.2, RL.K.3, RL.K.9, W.K.8, SL.K.2, SL.K.4, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RL.KID.1, K.RL.KID.2, K.RL.KID.3, K.RL.IKI.9, K.W.RBPK.8, K.SL.CC.2, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Reading, Writing, Speaking, and Listening: Unit 1 Assessment, Part II: Small Group Discussions</p> <p>1. Opening A. Engaging the Learner: Tree Stretch (5 minutes) B. Engaging the Learner: Introducing the Unit 1 Assessment, Part II (5 minutes) 2. Work Time A. Unit 1 Assessment, Part II with Group A: Small Group Discussion (15 minutes) B. Unit 1 Assessment, Part II with Group B: Small Group Discussion (15 minutes) C. Unit 1 Assessment, Part II with Group C: Small Group Discussion (15 minutes) 3. Closing and Assessment A. Shared Reading and Writing: Unit 1 Guiding Question Anchor Chart (5 minutes)</p>	<ul style="list-style-type: none"> I can ask questions and share key details during a conversation with my classmates to compare and contrast the characters in the text <i>Oliver's Tree</i>. (RL.K.1, RL.K.2, RL.K.3, RL.K.9, SL.K.2, SL.K.4) I can describe the parts of a tree and the different ways people can enjoy them. (W.K.8, SL.K.4, L.K.1b, L.K.2a, L.K.2b) 	<ul style="list-style-type: none"> Speaking and Listening Checklist to track students' progress toward SL.K.2 and SL.K.4 Reading Literature Text Checklist to track students' progress toward RL.K.1, RL.K.3, and RL.K.9 Collect Enjoying Trees Journal, Part 1 to track students' progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b, and L.K.6 	<ul style="list-style-type: none"> Unit 1 Guiding Question anchor chart



Kindergarten Module 4: Enjoying and Appreciating Trees- Unit 2: Curriculum Guidance

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

In this module, students **work to become ethical people by respecting others** and treating them well. They also **work to contribute to a better world** by applying their learning to help their school and community. Throughout Unit 2, students practice respectful behavior as they engage in conversations with peers—sharing opinions and listening to others’ opinions—and practice caring for classroom materials and space.

Unit Assessment: Researching and Writing about How Animals Depend on Trees

This assessment focuses on students’ reading comprehension and informational writing skills. It centers on CCSS ELA RI.K.8, W.K.1, L.K.1e, L.K.2a, and L.K.2b and has two parts. In Part I, students listen to *A Tree Is Nice* read aloud to gather reasons the author gives to support the idea that a tree is nice. After listening to the text read aloud, students complete a selected response task to identify two reasons the author gives to support the idea that a tree is nice. In Part II, students use information gathered from *A Tree Is Nice* and *Mama Miti* to compose an opinion piece in response to the prompt “In your community, where would you plant a tree and why?” Students use a combination of drawing and writing to name a place in their community where a tree should be planted and to supply at least one supporting reason about why a tree should be planted there.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.K.1a, SL.K.4, and SL.K.6; the Reading Informational Text Checklist to gather data on students’ reading comprehension, specifically progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, RI.K.8, and RL.K.9; and the Language Checklist to gather data on students’ progress toward L.K.1e. Teachers collect students’ Enjoying Trees Journal, Part II to track evidence of progress toward W.K.8, L.K.1b, L.K.1e, L.K.2a, L.K.2b, and L.K.6 (see Assessment Overview and Resources).

Required Unit trade book (s): *A Tree is Nice* and *Mama Miti*

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 W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b TN Standards <u>K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i</u>	Speaking, Listening, and Writing: Exploring Why Trees Are Important to Communities 1. Opening A. Engaging the Learner: Opinions and Reasons (20 minutes) 2. Work Time A. Back-to-Back and Face-to-Face Protocol: Module 4 Guiding Question (10 minutes) B. Independent Writing: Enjoying Trees Journal, Part II (25 minutes)	<ul style="list-style-type: none"> I can state an opinion and provide reasons to support it. (SL.K.1a, SL.K.4, SL.K.6) I can describe trees and where they are located. (W.K.8, L.K.1b, L.K.2a, L.K.2b) 	Collect Enjoying Trees Journal, Part II to track students’ progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b, and L.K.6	<ul style="list-style-type: none"> Module 4 Guiding Question anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol

	<p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>			
<p>Lesson 2</p> <p>RI.K.1, RI.K.2, RI.K.4, RI.K.8, W.K.8, SL.K.1, SL.K.1a, SL.K.6, L.K.1, L.K.1e, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.IKI.8, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6f, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Reading, Speaking, and Listening: Focused Read-aloud: <i>A Tree Is Nice</i></p> <p>1. Opening A. Song and Movement: “Trees in Our Community” (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Tree Is Nice</i> (20 minutes) B. Language Dive: <i>A Tree Is Nice</i> (10 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Enjoying Trees Journal, Part II (15 minutes) B. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can use prepositions to describe where something is located. (W.K.8, L.K.1e, L.K.2a, L.K.2b) I can identify and discuss the reasons an author gives to support points in <i>A Tree Is Nice</i>. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.8, SL.K.1a, SL.K.6) 	<ul style="list-style-type: none"> Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.8 Collect Enjoying Trees Journal, Part II to track students’ progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b and L.K.6 	<ul style="list-style-type: none"> Questions We Can Ask during a Language Dive anchor chart Respect anchor chart
<p>Lesson 3</p> <p>RI.K.1, RI.K.4, RI.K.8, W.K.8, SL.K.1, SL.K.1a, SL.K.6, L.K.1, L.K.1b, L.K.2, L.K.2a, L.K.2b, L.K.4, L.K.4a, L.K.6</p> <p>TN Standards <u>K.RI.KID.1, K.RI.CS.4, K.RI.IKI.8, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6c, K.FL.SC.6h, K.FL.SC.6i, K.FL.VA.7a, K.FL.VA.7ai, K.FL.VA.7c</u></p>	<p>Reading, Speaking, and Listening: Focused Read-aloud: <i>A Tree Is Nice</i>, Pages 1–14</p> <p>1. Opening A. Song and Movement: “Trees in Our Community” (5 minutes) A. Shared Reading: Module 4 Guiding Question Anchor Chart (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Tree Is Nice</i>, Pages 1–14 (20 minutes) B. Engaging the Learner: Preposition Movement Routine (5 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Enjoying Trees Journal, Part II (15 minutes) Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can use prepositions to describe where something is located. (W.K.8, L.K.1e, L.K.2a, L.K.2b) I can identify and discuss the reasons the author gives to support points in <i>A Tree Is Nice</i>. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.8, SL.K.1a, SL.K.6) 	<ul style="list-style-type: none"> Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.8 Collect Enjoying Trees Journal, Part II to track progress toward W.K.8, L.K.1b, L.K.2a, L.K.2b and L.K.6 	<ul style="list-style-type: none"> Module 4 Guiding Question anchor chart Reasons to Plant a Tree anchor chart Preposition anchor chart Respect anchor chart
<p>Lesson 4</p>	<p>Reading, Speaking, and</p>	<ul style="list-style-type: none"> I can use prepositions to 	<ul style="list-style-type: none"> Reading Informational Text 	<ul style="list-style-type: none"> Preposition anchor chart

<p>RI.K.1, RI.K.4, RI.K.8, W.K.8, SL.K.1, SL.K.1a, SL.K.6, L.K.1, L.K.1e, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RI.KID.1, K.RI.CS.4, K.RI.IKI.8, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6f, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Listening: Focused Read-aloud, <i>A Tree Is Nice</i>, Pages 15–29 and Unit 2 Assessment, Part I: Reading about an Author’s Point</p> <p>1. Opening A. Song and Movement: “Trees in Our Community” (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>A Tree Is Nice</i>, Pages 15–29 (20 minutes) B. Unit 2 Assessment, Part I: Reading about an Author’s Point (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on our Learning (10 minutes)</p>	<p>describe where something is located. (W.K.8, L.K.1e, L.K.2a, L.K.2b)</p> <ul style="list-style-type: none"> I can identify and discuss the reasons the author gives to support points in <i>A Tree Is Nice</i>. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.8, SL.K.1a, SL.K.6) 	<p>Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.8</p> <ul style="list-style-type: none"> Collect students’ Unit 2 Assessment, Part I: Reading about an Author’s Point to document progress toward RI.K.8 	<ul style="list-style-type: none"> Reasons to Plant a Tree anchor chart Respect anchor chart
<p>Lesson 5</p> <p>W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.1, L.K.1e</p> <p>TN Standards <u>K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4, K.SI.PKI.6, K.FL.SC.6, K.FL.SC.6f</u></p>	<p>Writing, Speaking, and Listening: Places to Plant a Tree</p> <p>1. Opening A. Engaging the Learner: Observing Places to Plant Trees in the Community (20 minutes)</p> <p>2. Work Time A. Shared Writing: Places People Plant Trees Anchor Chart (10 minutes) B. Engaging the Artist: Watercolors (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can describe in detail familiar places where trees are planted. (SL.K.1a, SL.K.4, SL.K.6) I can describe and paint a place where trees are planted. (SL.K.1, SL.K.6) 	<ul style="list-style-type: none"> Speaking and Listening Checklist to track students’ progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> Module 4 Guiding Question anchor chart Places People Plant Trees anchor chart Respect 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>RI.K.1, RI.K.2, RI.K.4, RI.K.6, W.K.1, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.1, L.K.1e</p> <p>TN Standards <u>K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.CS.6,</u></p>	<p>Reading, Speaking, and Listening: Focused Read-aloud: <i>Mama Miti</i></p> <p>1. Opening A. Song and Movement: “Trees in Our Community,” Version 1 (5 minutes)</p>	<ul style="list-style-type: none"> I can ask and answer questions about the main topic and key details in <i>Mama Miti</i>. (RI.K.1, RI.K.2, RI.K.4, RI.K.6) I can state an opinion and provide a reason to support it. (W.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.1e) I can describe and paint a place 	<ul style="list-style-type: none"> Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, and RI.K.6. 	<ul style="list-style-type: none"> Places People Plant Trees anchor chart Reasons to Plant a Tree anchor chart Respect anchor chart

<p><u>K.W.TTP.1, K.SL.CC.1, K.SL.PKI.4, K.SI.PKI.6, K.FL.SC.6, K.FL.SC.6f</u></p>	<p>2. Work Time A. Focused Read-aloud: <i>Mama Miti</i> (15 minutes) B. Preparing to Write: Matching Opinions with Reasons Game (15 minutes) C. Engaging the Artist: Watercolors (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<p>where trees are planted. (SL.K.4)</p>		
<p>Lesson 7</p> <p>RI.K.1, RI.K.2, RI.K.4, RI.K.9, W.K.1, W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RI.KID.1, K.RI.KID.2, K.Ri.CS.4, K.Ri.IKI.9, K.W.TTP.1, K.W. RBPk.8, K.SI.CC.1, K.SI.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Reading, Speaking, and Listening: Focused Read-aloud: <i>Mama Miti</i>, Pages 3–14</p> <p>1. Opening A. Song and Movement: “Trees in Our Community” (5 minutes) 2. Work Time A. Focused Read-aloud: <i>Mama Miti</i>, Pages 3–14 (15 minutes) B. Back-to-Back and Face-to-Face Protocol: Comparing <i>Mama Miti</i> to <i>A Tree Is Nice</i> (10 minutes) C. Scaffolded Writing: Analyzing a Model and Planning an Opinion and Reason (25 minutes) 3. Closing and Assessment A. Pinky Partners Protocol: Sharing Our Opinion Writing Planners (5 minutes)</p>	<ul style="list-style-type: none"> • I can ask and answer questions about the main topic and key details in <i>Mama Miti</i>. (RI.K.1, RI.K.2, RI.K.4, RI.K.9) • I can identify the similarities and differences between the texts <i>A Tree Is Nice</i> and <i>Mama Miti</i>. (RI.K.9, SL.K.1a, SL.K.4, SL.K.6) • I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b) 	<ul style="list-style-type: none"> • Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.9. • Collect students’ Opinion Writing planners and use the Opinion Writing Checklist to track students’ progress toward W.K.1. 	<ul style="list-style-type: none"> • Reasons to Plant a Tree anchor chart • Places People Plant Trees anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol • Pinky Partners Protocol anchor chart • Pinky Partners protocol
<p>Lesson 8</p> <p>RI.K.1, RI.K.2, RI.K.4, RI.K.9, W.K.1, W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.RI.KID.1, K.RI.KID.2, K.Ri.CS.4, K.Ri.IKI.9, K.W.TTP.1, K.W. RBPk.8,</u></p>	<p>Reading, Speaking, and Listening: Focused Read-aloud: <i>Mama Miti</i>, Pages 21–30</p> <p>1. Opening A. Engaging the Learner: Preposition Movement Routine (5 minutes) 2. Work Time A. Focused Read-aloud: <i>Mama Miti</i>, Pages 21–30 (15 minutes)</p>	<ul style="list-style-type: none"> • I can identify the similarities and differences between the texts <i>A Tree Is Nice</i> and <i>Mama Miti</i>. (RI.K.9, SL.K.1a, SL.K.4, SL.K.6) • I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b) • I can describe and paint a place 	<ul style="list-style-type: none"> • Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.9. • Collect students’ Opinion Writing response sheets and use the Opinion Writing Checklist to track students’ progress toward W.K.1, W.K.8, L.K.2a, and L.K.2b 	<ul style="list-style-type: none"> • Reasons to Plant a Tree anchor chart • Places People Plant Trees anchor chart • Module 4 Guiding Question anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol • Pinky Partners Protocol anchor

<p><u>K.SI.CC.1, K.SI.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>minutes) B. Back-to-Back and Face-to-Face Protocol: Comparing <i>Mama Miti</i> to <i>A Tree Is Nice</i> (10 minutes) C. Scaffolded Writing: Reviewing the Planner and Writing an Opinion (25 minutes) 3. Closing and Assessment A. Pinky Partners Protocol: Sharing Our Writing an Opinion Response Sheet (5 minutes)</p>	<p>where trees are planted. (SL.K.4)</p>		<p>chart • Pinky Partners protocol</p>
<p>Lesson 9</p> <p>W.K.1, W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6 L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.W.TTP.1, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Writing, Speaking, and Listening: Planning Opinion Writing</p> <p>1. Opening A. Song and Movement: “Trees in Our Community” (5 minutes) 2. Work Time A. Preparing to Write: Matching Opinions with Reasons Game (10 minutes) B. Independent Writing: Planning an Opinion and Reason (20 minutes) C. Engaging the Artist: Watercolors (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b) • I can describe and paint a place where trees are planted. (SL.K.4) 	<ul style="list-style-type: none"> • Collect students Opinion Writing planners and use the Opinion Writing Checklist to track students’ progress toward W.K.1, W.K.8, L.K.2a, and L.K.2b 	<ul style="list-style-type: none"> • Reasons to Plant a Tree anchor chart • Places People Plant Trees anchor chart • Respect anchor chart
<p>Lesson 10</p> <p>W.K.1, W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6, L.K.2, L.K.2a, L.K.2b</p>	<p>Writing, Speaking, and Listening: Unit 2 Assessment, Part II</p> <p>1. Opening A. Pinky Partners Protocol:</p>	<ul style="list-style-type: none"> • I can use pictures and words to state an opinion about where to plant trees and provide a reason to support it. (W.K.1, W.K.8, L.K.2a, L.K.2b) 	<ul style="list-style-type: none"> • Collect students’ Unit 2 Assessment response sheets and use the Opinion Writing Rubric to assess students’ mastery of W.K.1, L.K.1e, L.K.2a, and L.K.2b 	<ul style="list-style-type: none"> • Pinky Partners Protocol anchor chart • Pinky Partners protocol • Reasons to Plant a Tree anchor chart

<p>TN Standards <u>K.W.TTP.1, K.W.RBPK.8,</u> <u>K.SL.CC.1, K.SL.PKI.4,</u> <u>K.SL.PKI.6, K.FL.SC.6,</u> <u>K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Sharing Our Opinion Writing Planner (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 2 Assessment, Part II: Writing an Opinion with a Reason (20 minutes)</p> <p>B. Back-to-Back and Face-to-Face Protocol: Reading Our Opinions (10 minutes)</p> <p>C. Engaging the Artist: Watercolors (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pinky Partners Protocol: Module 4 Guiding Question (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe and paint a place where trees are planted. (SL.K.4) 		<ul style="list-style-type: none"> • Places People Plant Trees anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol • Module 4 Guiding Question anchor chart
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Kindergarten Module 4: Enjoying and Appreciating Trees- Unit 3: Curriculum Guidance

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

In this module, students **work to become ethical people** by respecting others and treating them well. They also **work to contribute to a better world** by applying their learning to help their school and community. Throughout Unit 3, students use their knowledge of and experiences with trees to inspire others in the community to enjoy and appreciate trees.

Unit Assessment: Adding Ideas with Detailed Drawings

This assessment centers on CCSS ELA SL.K.5 and has two parts. In Part I, students provide a reason to complete the opinion statement “Trees are nice because ...” and create a detailed drawing to enhance the meaning of their sentence. As students write and draw, the teacher circulates to ask, “How does your drawing show trees are nice?” and “What details are in your drawing that we couldn’t learn from your writing alone?” In Part II, students use the Back-to- Back and Face-to-Face protocol to share their statement and detailed drawing with a partner using the same prompts the teacher used while circulating.

Assessment Checklists: Throughout the unit, teachers use the Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7 and the Language Checklist to track students’ progress toward L.K.4b. As students create their performance task, teachers use the Opinion Writing Checklist to track students’ progress toward W.K.1, W.K.5, W.K.6, and W.K.8 and the Language Checklist to track students’ progress toward L.K.2a and L.K.2b.

Required Unit trade book (s): *We Planted a Tree*

Suggested Pacing: This unit is approximately 2.5–3 weeks or 12–15 sessions of instruction.

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RI.K.1, RI.K.2, RI.K.4, RI.K.6 RI.K.7, SL.K.1 SL.K.1a SL.K.4 SL.K.6 TN Standards <u>K.Ri.KID.1, K.Ri.KID.2,</u> <u>K.Ri.CS.4, K.Ri.CS.6,</u> <u>K.Ri.IKI.7, K.SL.CC.1,</u> <u>K.SI.PKI.4, K.SL.PKI.6</u>	Reading and Speaking: Focused Read-aloud, Session 1: <i>We Planted a Tree</i> , Pages 1–18 1. Opening A. Introducing the Performance Task (15 minutes) B. Engaging the Learner: Tree Stretch (5 minutes) 2. Work Time A. Focused Read-aloud, Session 1: <i>We Planted a Tree</i> , Pages 1–18 (20 minutes) B. Back-to-Back and Face-to-Face Protocol: Habit of Character: “I Apply My Learning” (10 minutes)	<ul style="list-style-type: none"> I can identify and discuss details from the text that can be added to our Reasons to Plant a Tree anchor chart. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, SL.K.1a, SL.K.6) I can describe how trees contribute to communities and why people should appreciate trees. (SL.K.1a, SL.K.4, SL.K.6) 	<ul style="list-style-type: none"> Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7 Speaking and Listening Checklist to track students’ progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> Unit 3 Guiding Question anchor chart Reasons to Plant a Tree anchor chart I Apply My Learning anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol Module 4 Guiding Question anchor chart

	<p>3. Closing and Assessment A. Shared Reading: Reasons to Plant a Tree Anchor Chart (10 minutes)</p>			
<p>Lesson 2</p> <p>RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, SL.K.1 SL.K.1a SL.K.6</p> <p>TN Standards <u>K.Ri.KID.1, K.Ri.KID.2, K.Ri.CS.4, K.Ri.CS.6, K.Ri.IKI.7, K.SL.CC.1, K.SL.PKI.6</u></p>	<p>Reading and Writing: Focused Read-aloud, Session 2: <i>We Planted a Tree</i>, Pages 19–30</p> <p>1. Opening A. Poem and Movement: “We Depend on Trees” (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud, Session 2: <i>We Planted a Tree</i>, Pages 19–30 (20 minutes) B. Engaging the Learner: Tree Stretch (5 minutes) C. Language Dive: <i>We Planted a Tree</i>, Page 25 (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (15 minutes)</p>	<ul style="list-style-type: none"> I can identify and discuss details from the text that can be added to our Reasons to Plant a Tree anchor chart. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, SL.K.1a, SL.K.6) 	<ul style="list-style-type: none"> Reading Informational Text Checklist to track students’ progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7 Speaking and Listening Checklist to track students’ progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> Reasons to Plant a Tree anchor chart Questions We Ask during a Language Dive anchor chart High-Quality Work anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 3</p> <p>W.K.1, W.K.8, SL.K.1a SL.K.4, SL.K.5, SL.K.6, L.K.2, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.W.TTP.1, K.W.RBPK.8, K.SL.CC.1, K.SL.PDW.4, K.SL.PKI.5, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Writing and Speaking: Unit 3 Assessment, Part I: Independent Writing</p> <p>1. Opening A. Poem and Movement: “Trees in our Community” (10 minutes)</p> <p>2. Work Time A. Independent and Shared Writing: Creating a Detailed Drawing (15 minutes) B. Back-to-Back and Face-to-Face Protocol: Reasons a Tree Is Nice (10 minutes) C. Unit 3 Assessment, Part I: Why a Tree Is Nice (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> I can draw a detailed picture to match my writing and share more information about a topic. (W.K.1, W.K.8, SL.K.4, SL.K.5, L.K.2a, L.K.2b) I can describe details in my drawings in order to share more information about why trees are nice. (W.K.1, W.K.8, SL.K.1a, SL.K.4, SL.K.5, SL.K.6) 	<p>As students discuss their drawings for the Unit 3 Assessment, use the Speaking and Listening Checklist to track students’ progress toward SL.K.5</p>	<ul style="list-style-type: none"> Reasons to Plant a Tree anchor chart Back-to-Back and Face-to-Face Protocol anchor chart Back-to-Back and Face-to-Face protocol
<p>Lesson 4</p>	<p>Speaking and Listening: Unit 3</p>	<ul style="list-style-type: none"> I can describe details in my drawings in order to share more 	<ul style="list-style-type: none"> As students discuss their drawings for the Unit 3 	<ul style="list-style-type: none"> Back-to-Back and Face-to-Face

<p>W.K.1, W.K.8, SL.K.1a, SL.K.4, SL.K.5, SL.K.6, L.K.2a, L.K.2b</p> <p>TN Standards <u>K.W.TTP.1, K.W.RBPK.8, K.SL.CC.1, K.SL.PDW.4, K.SL.PKI.5, K.SL.PKI.6, K.FL.SC.6h, K.FL.SC.6i</u></p>	<p>Assessment, Part II</p> <p>1. Opening A. Poem and Movement: "The Many Meanings of Words" Review (10 minutes)</p> <p>2. Work Time A. Preparing for the Unit 3 Assessment, Part II: Review Writing from the Unit 3 Assessment, Part I (10 minutes) B. Back-to-Back and Face-to-Face Protocol: Unit 3 Assessment, Part II (15 minutes)</p> <p>3. Closing and Assessment A. Engaging the Artist: Preparing for the Performance Task (10 minutes) B. Engaging the Artist: Sketching (15 minutes)</p>	<p>information about why trees are nice. (W.K.1, W.K.8, SL.K.1a, SL.K.4, SL.K.5, SL.K.6)</p>	<p>Assessment, use the Speaking and Listening Checklist to track students' progress toward SL.K.5</p>	<p>Protocol anchor chart</p> <ul style="list-style-type: none"> • Back-to-Back and Face-to-Face protocol
<p>Lesson 5</p> <p>W.K.8, SL.K.1, SL.K.1a, SL.K.4, SL.K.6</p> <p>TN Standards <u>K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4, K.SL.PKI.6,</u></p>	<p>Speaking, Listening, and Writing: Giving and Receiving Peer Feedback</p> <p>1. Opening A. Revisiting High-Quality Work: "Austin's Butterfly" and the High-Quality Work Anchor Chart (10 minutes)</p> <p>2. Work Time A. Engaging the Learner: Tree Stretch (5 minutes) B. Giving and Receiving Peer Feedback: Sketches (15 minutes) C. Engaging the Artist: Sketching (15 minutes)</p> <p>3. Closing and Assessment A. Shared and Independent Writing: Performance Task Art Planner (15 minutes)</p>	<ul style="list-style-type: none"> • I can give and receive feedback to ensure we create high-quality work. (SL.K.1a, SL.K.6) • I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to track students' progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> • High-Quality Work anchor chart • Peer Feedback Protocol anchor chart • Peer Feedback protocol
<p>Lesson 6</p>	<p>Writing, Speaking, and Listening: Writing and Sketching for the Performance Task</p>	<ul style="list-style-type: none"> • I can revise my writing to match my tree sketch. (W.K.5, W.K.8, SL.K.1a, SL.K.6) 	<ul style="list-style-type: none"> • As students revise their writing, use the Opinion Writing Checklist to track students' progress toward W.K.5 and W.K.8 	<ul style="list-style-type: none"> • High-Quality Work anchor chart

<p>W.K.5, W.K.8, SL.K.1 SL.K.1a, SL.K.4, SL.K.6</p> <p>TN Standards <u>K.W.PDW.5, K.W.RBPK.8,</u> <u>K.SL.CC.1, K.SL.PKI.4,</u> <u>K.SL.PKI.6,</u></p>	<p>1. Opening A. Poem and Movement: "The Cat, the Tree, and Me" (5 minutes)</p> <p>2. Work Time A. Preparing the Writer: Performance Task (20 minutes) B. Engaging the Artist: Sketching and Outlining (25 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Performance Task Art Planner (10 minutes)</p>	<ul style="list-style-type: none"> • I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4) 		
<p>Lesson 7</p> <p>W.K.5, W.K.8, SL.K.1 SL.K.1a, SL.K.4, SL.K.6, L.K.2, L.K.2a, L.K.2b, L.K.4, L.K.4b</p> <p>TN Standards <u>K.W.PDW.5, K.W.RBPK.8,</u> <u>K.SL.CC.1, K.SL.PKI.4,</u> <u>K.SL.PKI.6, K.FL.SC.6,</u> <u>K.FL.SC.6h, K.FL.SC.6i,</u> <u>K.FL.VA.7a, K.FL.VA.7aii,</u></p>	<p>Writing, Speaking, and Listening: Writing and Watercoloring for the Performance Task</p> <p>1. Opening A. Poem and Movement: "The Cat, the Tree, and Me" (5 minutes) B. Engaging the Learner: Inflectional Endings Game (10 minutes)</p> <p>2. Work Time A. Preparing the Writer: Performance Task (15 minutes) B. Engaging the Artist: Watercoloring (20 minutes)</p> <p>3. Closing and Assessment A. Independent Writing: Performance Task Art Planner (10 minutes)</p>	<ul style="list-style-type: none"> • I can edit my writing to match my treesketch. (W.K.5, W.K.8, SL.K.1a, SL.K.6, L.K.2a, L.K.2b) • I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4) 	<ul style="list-style-type: none"> • As students revise and edit their writing, use the Opinion Writing Checklist to track students' progress toward W.K.5, W.K.8, and L.K.2a, and L.K.2b 	<ul style="list-style-type: none"> • High-Quality Work anchor chart
<p>Lessons 8 and 9</p> <p>W.K.6, SL.K.1, SL.K.1a, SL.K.6 L.K.2, L.K.2a, L.K.2b</p>	<p>Speaking, Listening, and Publishing Writing: Performance Task Writing Template (includes optional lex day)</p>	<ul style="list-style-type: none"> • I can handwrite a final copy of my Performance Task: Tree Appreciation card sentence. (L.K.2a, L.K.2b) • I can explore technology by 	<ul style="list-style-type: none"> • Collect students' handwritten final copy of the Performance Task Writing template and use the Language Checklist to track students' 	

<p>TN Standards <u>K.W.PDW.6, K.SL.CC.1,</u> <u>K.SL.PKI.6, K.FL.SC.6,</u> <u>K.FL.SC.6h, K.FL.SC.6i,</u></p>	<p>1. Opening A. Poem and Movement: “The Cat, the Tree, and Me” (5 minutes) 2. Work Time A. Preparing to Publish: Performance Task Writing (15 minutes) B. Publishing Writing: Performance Task Writing Template (35 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<p>typing my name. (W.K.6)</p>	<p>progress toward L.K.2a and L.K.2b</p> <ul style="list-style-type: none"> As students explore technology by typing their name, consider using the Opinion Writing Checklist to track students’ progress toward W.K.6 	
<p>Lesson 10</p> <p>W.K.8, SL.K.1 SL.K.1a SL.K.4 SL.K.6 L.K.4 L.K.4b</p> <p>TN Standards <u>K.W.RBPK.8, K.SL.CC.1,</u> <u>K.SL.PKI.4, K.SL.PKI.6,</u> <u>K.FL.VA.7a, K.FL.VA.7ai</u></p>	<p>Speaking, Listening, and Writing: Giving and Receiving Peer Feedback</p> <p>1. Opening A. Poem and Movement: “The Cat, the Tree, and Me” (10 minutes) B. Engaging the Learner: Inflectional Endings Game (5 minutes) 2. Work Time A. Giving and Receiving Feedback: Watercoloring (15 minutes) B. Engaging the Artist: Watercoloring (20 minutes) 3. Closing and Assessment A. Independent Writing: Performance Task Art Planner (10 minutes)</p>	<ul style="list-style-type: none"> I can give and receive feedback to ensure we create high-quality work. (SL.K.1a, SL.K.6) I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4) 	<ul style="list-style-type: none"> Language Checklist to track students’ progress toward L.K.4b As students give and receive feedback, use the Speaking and Listening Checklist to track students’ progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> Peer Feedback Protocol anchor chart Peer Feedback protocol High-Quality Work anchor chart
<p>Lessons 11 and 12</p> <p>W.K.8 SL.K.1 SL.K.1a SL.K.4 SL.K.6</p>	<p>Speaking, Listening, and Writing: Watercoloring for the Performance Task (includes optional days)</p> <p>1. Opening A. Engaging the Learner: “The</p>	<ul style="list-style-type: none"> I can revise my watercolor painting by adding layers. (SL.K.1a, SL.K.4, SL.K.6) I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4) 	<ul style="list-style-type: none"> Collect students’ completed Performance Task Art planners to document students’ progress toward W.K.8 Speaking and Listening Checklist to track students’ progress toward SL.K.1a, SL.K.4, and SL.K.6 	<ul style="list-style-type: none"> High-Quality Work anchor chart Pinky Partners Protocol anchor chart Pinky Partners protocol

<p>TN Standards <u>K.W.RBPK.8, K.SL.CC.1,</u> <u>K.SL.PKI.4, K.SL.PKI.6,</u></p>	<p>Cat, the Tree, and Me” and Inflectional Endings Game (10 minutes)</p> <p>2. Work Time</p> <p>A. Shared Reading: High-Quality Work Anchor Chart (5 minutes)</p> <p>B. Engaging the Artist: Watercoloring (20 minutes)</p> <p>C. Independent Writing: Performance TaskArt Planner (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Pinky Partners Protocol: Sharing Our Completed Performance Task Art (10 minutes)</p>			
<p>Lesson 13</p> <p>SL.K.1 SL.K.1a SL.K.4 SL.K.6</p> <p>TN Standards <u>K.SL.CC.1, K.SL.PKI.4,</u> <u>K.SL.PKI.6,</u></p>	<p>Speaking and Listening: Preparing to Present and Share Our Work</p> <p>1. Opening</p> <p>A. Engaging the Learner: Reviewing Songs and Poems (5 minutes)</p> <p>2. Work Time</p> <p>A. Shared Reading: Ways We Share Our Work Anchor Chart (5 minutes)</p> <p>B. Pinky Partners Protocol: Sharing Our Tree Appreciation Cards (20 minutes)</p> <p>C. Preparing to Present: Enjoying Trees Journals, Part I and Part II (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A Back-to-Back and Face-to-Face Protocol: Reflection on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can read my writing and present my artwork using a strong and clear voice. (SL.K.1a, SL.K.6) • I can share information with others about how and why trees are important to us and our communities. (SL.K.4, SL.K.6) 	<ul style="list-style-type: none"> • As students practice sharing their work with a partner, use the Speaking and Listening Checklist to document students' progress toward SL.K.4 and SL.K.6. 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart • Pinky Partners Protocol anchor chart • Pinky Partners protocol • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face protocol • I Apply My Learning anchor chart
<p>Lessons 14 and 15</p> <p>SL.K.1 SL.K.1a SL.K.4 SL.K.6</p> <p>TN Standards <u>K.SL.CC.1, K.SL.PKI.4,</u></p>	<p>Speaking and Listening: Sharing and Celebrating Our Work (includes optional extra day)</p> <p>1. Opening</p> <p>A. Engaging the Learner:</p>	<ul style="list-style-type: none"> • I can read my writing and present my artwork using a strong and clear voice. (SL.K.1a, SL.K.6) • I can share information with others about how and why trees are important to us and our 	<ul style="list-style-type: none"> • As students share their work with visitors, use the Speaking and Listening Checklist to document students' progress toward SL.K.4 and SL.K.6. 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart • I Apply My Learning anchor chart • Module 4 Guiding Question anchor chart

<u>K.SL.PK.6.</u>	Sharing Songs and Poems (5 minutes) 2. Work Time A. Reading Aloud: Sharing and Celebrating Our Tree Appreciation Cards (15 minutes) B. Speaking and Listening: Sharing Our Enjoying Trees Journals, Part I and Part II (15 minutes) C. Reflecting on Learning (10 minutes) 3. Closing and Assessment A. End of Module Reflection (15 minutes)	communities. (SL.K.4, SL.K.6)		
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*To peruse the details of this module and other Kindergarten modules access the following web address- <http://curriculum.ededucation.org/curriculum/ela/grade-K/>