Kindergarten	Quarter 3: Meaning-Based Curriculum Map-EL	Module 3

Introduction

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

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

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

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The guidance documents also support teachers in reaching the ELA Instructional Framework by providing resources and content that 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 Guidance document. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

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

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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 al so taught and prized.

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	*Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.*	*Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.*	*Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.*	*Organize details that support the main idea of informational text told in expanded oral discourse with visual support.*	*Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.*
Reading	*Sequence a series of pictures to retell key details of informational text with a partner.*	*Locate key details within illustrated informational text with a partner.*	*Sequence key details written in simple sentences on sentence strips with a peer.*	*Organize main topics and key details from informational text in a graphic organizer with a small group.*	*Draw conclusions about key details written in complex language using a graphic organizer.*
Speaking	*Name key details (words) in familiar informational text using illustrations when repeating after a peer.*	*Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.*	*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.*	*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.*	*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.*
Writing	*Draw and label (with words) illustrations that represent key details of informational text with modeled support.*	*Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.*	*Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.*	*Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.*	*Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.*

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	
The Tennessee ELA Standards: **https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html**	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.
Crosswalk **https://drive.google.com/file/d/1I_iDUT0yj0LNbOX4orjUVw76PDUB07Oz/view?usp=sharing**	This crosswalk provides a correlation between the Common Core ELA Standards coding and the Tennessee ELA Standards coding.
Scaffolds in the EL Curriculum	
Digging Deeper on Differentiation Strategies **https://drive.google.com/file/d/1A6omzTBZGL7WL-xfR530cu0b3490RHGp/view?usp=sharing**	This article contains examples of strategies that help all students make the most of challenging texts and harness them for their work and learning.
Scaffolding Options for ELA **https://drive.google.com/file/d/1OcHJ8Lwxw9BH6EUCXEZIShL5hxCQ4sRP/view?usp=sharing**	This table provides scaffolding options regarding the various instructional components found in EL.
Meeting Students Needs Through Scaffolding **https://drive.google.com/file/d/1PU5--Iz66v-NRGIZ-VJZ1hp_pz5_UbDI/view?usp=sharing**	This table provides temporary instructional supports designed to help students successfully read texts that they may find challenging.
Read-Alouds/Close Reading	
Scaffolding Options for Close Reading/Read-aloud **https://drive.google.com/drive/folders/1aSLedzaNRe2xT-B9cNbOpMX_xou3TApW?usp=sharing**	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.
Vocabulary Development During the Read aloud **http://www.readingrockets.org/article/vocabulary-development-during-read-alouds-primary-practices**	This article provides information regarding how read-alouds help develop students reading ability especially as it regards vocabulary development.
Close Read-Aloud in the Primary Grades, Part 1: First Read, Focus Question, and Interactive Analysis **https://vimeo.com/213202773**	This is the first video in a two-part series that features a primary class engaging in a close read aloud.

Close Read-Aloud in the Primary Grades, Part 2: Deeper Analysis and Culminating Task **https://vimeo.com/213193741**	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.
Behind the Practice: Close Read-Aloud in the Primary Grades **https://vimeo.com/213180590**	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.
Student Engagement: EL Protocols	
EL Protocols: **https://drive.google.com/file/d/1tH0UAMzxCRB9Xvwjw7-5tQLYlt6yT6XY/view?usp=sharing**	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.
Classroom Protocols in Action: Science Talk **https://vimeo.com/169909161**	This video is an example of an EL protocol in action. It shows how the engagement protocols engage all students in the learning.
Social Emotional Learning in EL	
EL Character Framework **https://characterframework.eleducation.org**/	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.
Edutopia: Social Emotional Learning **https://www.edutopia.org/social-emotional-learning**	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.
Social Emotional Learning: FAQ **https://casel.org/faqs/**	Teachers may access the CASEL website to thoroughly develop their professional understanding of Social Emotional Learning.
Aspen Institute: National Commission on Social, Emotional, and Academic Development **https://www.aspeninstitute.org/publications/learning-happens-supporting-students-social-emotional-academic-development/**	Teachers may use this resource to access SEL articles, videos, and other informative supports to learn more about SEL.
Additional Resources	
The moDEL Detroit Project: **https://www.detroitk12.org/Page/9721**	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. *Please note, once downloaded the PowerPoints can be revised to meet your needs.*
ESL Support *(Please copy and paste the link below into your search browser to access.)* **https://scsk12.sharepoint.com/:f:/s/SCSESLResources/EpVf3XAm4O9Ml3hTDfoUT-kB7XoNr5WeG318lCKR0ZcxzA?e=6OMp26**	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

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 3: Trees Are Alive
In this module, students, explore the big ideas that all living things in the natural world have needs in order to survive and grow and that, through observation, we can discern patterns in the ways that living things meet their needs. Through a close study of trees and the living things that depend on them, students take on the roles of researcher and scientist to make observations of the natural world. From those observations, they determine patterns that explain how living things live and grow. In Unit 1, students learn what makes something living or nonliving, about different types of living things, and the common needs of all living things. They develop this understanding through research reading of the text *What's Alive*. Students also plan and conduct investigations (during module lessons and Labs) such as closely viewing various living things, caring for seedlings and observing what happens over time, and recording their observations in a Living Things research notebook. In Unit 2, students focus on the needs of animals as living things and how trees help to meet those needs. Through a close study of the text *Be a Friend to Trees*, students engage in whole group and small group research on how trees provide food for animals. In Unit 3, students build on their understanding of the needs of living things and further develop their research skills by researching a specific tree in small groups. During their small group research, students learns about the tree, its needs, and how it supports other living things' need for food. This learning culminates in a series of Science Talks designed for them to share their research findings. They then use their learning to create an informational tree collage, which includes a collage, informative writing, and an animal puppet. They revise their writing and collage and practice presenting their work in preparation for sharing it with families and friends at the end of module celebration. **This performance task centers on CCSS ELA W.K.2, W.K.5, W.K.8 and the NGSS Standard K-LS1-1.**

Guiding Questions and Big Ideas
What do all living things need to live and grow? ■ *All living things need food, water, air, and the ability to move and grow.* **What do researchers do?** ■ *They try to find out more about ideas and information that make them curious.* **How do we know that something is living?** ■ *It eats food, drinks water, breathes air, and moves and grows.* **How do living things depend on trees to meet their needs?** ■ *Living things depend on trees for food, water, air, shelter, wood, and sap.* **What patterns can we observe in how living things meet their needs?** ■ *All living things need food, water, air, and the ability to move; however, different living things may meet those needs in similar or different ways.*

Task should align to
- Topic
- Targets
- Texts

The 4 T's	
Topic Trees	**Task** Informational Collage presenting information about students' researched trees.
Targets (CCSS explicitly taught and assessed): W.K.2, W.K.5, W.K.8; K-LS1-1	**Texts** *Be a Friend to Trees, Trees Alive, The Tree in the Ancient Forest, and What's Alive*

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

Central to the 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 effective learners: develop the mindsets and skills for success in college, career, and life. While students focus on specific habits of character in Units 2 and 3, there is not a specific focus in this unit. 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: Reading and Answering Questions about an Informational Text

This assessment focuses on students' comprehension of informational text read aloud. It centers on RI.K.3 and RI.K.7 and requires students to complete one selected response prompt and one open response prompt over the course of the two-day assessment. For the selected response, students listen to a passage from *What's Alive?*, listen to the question, review the possible selections, and circle their response. After circling their response, students write a simple sentence to explain their selection. For the open response, students listen and look carefully at a section of the text. They then record (with pictures and words) one piece of information that is gained from both the illustration and the text. Teachers collect the assessment response sheets as evidence toward mastery. If time permits, teachers are encouraged to check in orally with any students whose responses might require further questioning.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward standard SL.K.1b. In addition, teachers use the Reading Informational Text Checklist to gather data on students' reading comprehension, specifically progress toward RI.K.1, RI.K.2, RI.K.3, RI.K.4, and RI.K.7, and the Language Checklist to gather data on students' progress toward L.K1c, L.K.1d, and L.K.5a (see Assessment Overview and Resources).

Required Unit Trade Book(s): *What's Alive?*

Suggested Pacing: This unit is approximately 2.5 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
Lesson 1 W.K.7, SL.K.1b, SL.K.2, L.K.5a **TN Standards** **K.W.RBPK.7, K.SL.CC.1,**	Speaking and Listening: Inquiring about Living and Nonliving Things **1. Opening** A. Engaging the Researcher: Close Observation of a Tree (15 minutes) **2. Work Time**	• I can explain whether something is living or nonliving using information from observations. (W.K.7, SL.K.1b, L.K.5a) • I can ask and answer questions about my observations. (W.K.7, SL.K.1b, SL.K.2, L.K.5a)	• During Work Time A, use the Speaking and Listening Checklist as you observe students discuss their ideas with a partner (see Assessment Overview and Resources). • During Work Time B, circulate and observe as students work	• Back-to-Back and Face-to-Face Protocol anchor chart • What Researchers Do anchor chart • Sorting Protocol anchor chart • **Respect anchor chart** • Back-to-Back and Face-to-Face Protocol • Sorting Protocol

K.SL.CC.2, K.FL.VA.7bi	A. Back-to-Back and Face-to-Face Protocol: Is a Tree Alive? (10 minutes) B. Shared Reading: What Do Researchers Do? (10 minutes) C. Sorting Protocol: Living and Nonliving Things (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (10 minutes)		with a partner to sort and label the pictures (L.K.5). Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 (see Assessment Overview and Resources).	
Lesson 2 RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.2, SL.K.2, L.K.5a **TN Standards** **K.RI.KID.2, K.RI.KiD.3, K.RI.CS.4, K.RI.IKI.7, K.W.TTP.2, K.SL.CC.2, K.FL.VA.7bi**	Reading and Writing: What Are Living and Nonliving Things? **1. Opening** A. Poem and Movement: "What's Alive and What's Not?" Version 1 (10 minutes) **2. Work Time** A. Engaging the Researcher: Patterns in Living and Nonliving Things (10 minutes) B. Reading Aloud to Research Living and Nonliving Things: *What's Alive?* Pages 1–7 (15 minutes) C. Engaging the Researcher: Making and Recording Observations (20 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)	• I can seek out examples and patterns in the world around me to research living and nonliving things. (RI.K.3, SL.K.2, L.K.5a) • I can record my observations with words and drawings like a researcher. (W.K.2)	• During Work Time A, use the Speaking and Listening Checklist to monitor students' progress toward SL.K.2 (see Assessment Overview and Resources). • During Reading Aloud to Research in Work Time B, continue to use the Reading Informational Text Checklist to track students' progress toward RI.K.2, RI.K.3, RI.K.4, and RI.K.7 (see Assessment Overview and Resources).	• What Researchers Do anchor chart • Sorting Living and Nonliving Things anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Back-to-Back and Face-to-Face Protocol
Lesson 3 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.8, L.K.1c **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.KID.3, K.RI.CS.4, K.RI.IKI.7, K.W.RBPK.8, K.FL.SC.6d**	Reading and Writing to Research: Living Things Need Food and Water **1. Opening** A. Poem and Movement: "What's Alive and What's Not?" Version 1 (10 minutes) **2. Work Time** A. Reading Aloud to Research Living and Nonliving Things: *What's Alive?*, Pages 11, 13, and 20 (20 minutes) B. Engaging the Researcher: Making	• I can read a text to research what makes something living. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7) • I can record information from my research about what makes something living. (W.K.8)	• Reading Informational Text Checklist (RI.K.2, RI.K.3, RI.K.4, RI.K.7) as students engage in Reading to Research routine • Collect students' Living Things Research Notebooks as evidence of progress toward W.K.8	• Singular and Plural Nouns anchor chart • What Researchers Do anchor chart • Living Things Criteria anchor chart • Sorting Living and Nonliving Things anchor chart

	Observations (10 minutes) C. Independent Writing: Living Things Research Notebook (15 minutes) **3. Closing and Assessment** Reflecting on Learning (5 minutes)			
Lesson 4 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.8, L.K.1c **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.KID.3, K.RI.CS.4, K.RI.IKI.7, K.W.RBPK.8, K.FL.SC.6d**	Reading and Writing to Research: Living Things Need Air **1. Opening** A. Poem and Movement: "What's Alive and What's Not?" Version 2 (15 minutes) **2. Work Time** A. Reading Aloud to Research Living and Nonliving Things: What's Alive?, Pages 15 and 18 (15 minutes) B. Engaging the Researcher: Making Observations (10 minutes) C. Independent Writing: Living Things Research Notebook (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can read a text to research what makes something living. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7) • I can record information from my research about what makes something living. (W.K.8)	• During Reading Aloud to Research in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress (see Assessment Overview and Resources). • Collect students' Living Things research notebooks as evidence of progress toward W.K.8.	• What Researchers Do anchor chart • Living Things Criteria anchor chart • Sorting Living and Nonliving Things anchor chart
Lesson 5 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.8, L.K.1c, L.K.4, L.K.5 **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.KID.3, K.RI.CS.4, K.RI.IKI.7, K.W.RBPK.8, K.FL.SC.6d, K.FL.VA.7a, K.FL.VA.7b**	Reading and Writing to Research: Living Things Move and Grow **1. Opening** A. Poem and Movement: "What's Alive and What's Not?" Version 1 (10 minutes) **2. Work Time** A. Reading Aloud to Research Living and Nonliving Things: *What's Alive?*, Pages 13, 18, and 20 (15 minutes) B. Language Dive: *What's Alive?* Page 20 (15 minutes) C. Engaging the Researcher: Making and Recording Observations (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can read a text to research what makes something living. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7) • I can record information from my research about what makes something living. (W.K.8)	• During the Opening, circulate, listen, and take note of students' ability to use and form singular and plural nouns. Use the Language Checklist to make note of students' progress toward L.K.1c (see Assessment Overview and Resources). • During the Language Dive in Work Time B, listen to and make note of students' ability to reconstruct the sentence and explain the focus structure. (L.K.4, L.K.5) • Collect students' Living Things research notebooks as evidence of progress toward W.K.8.	• Singular and Plural Nouns anchor chart • What Researchers Do anchor chart • Living Things Criteria anchor chart • Questions We Can Ask During a Language Dive anchor chart • Sorting Living and Nonliving Things anchor chart

Lesson 6 RI.K.1, RI.K.2, RI.K.3, W.K.8, SL.K.1, SL.K.1b, SL.K.2 **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.KID.3, K.W.RBPK.8, K.SL.CC.1, K.SL.CC.2**	Writing and Speaking: Sharing Our Ideas about Living and Nonliving Things **1. Opening** A. Shared Reading: Living Things Criteria (5 minutes) **2. Work Time** A. Reading Aloud to Research Living and Nonliving Things: *What's Alive?*, Pages 22–25 (10 minutes) B. Engaging the Researcher: Living Things Scavenger Hunt (20 minutes) C. Independent Writing: Living Things Research Notebook (15 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (10 minutes)	• I can use research to confirm ideas about what makes something alive. (RI.K.1, RI.K.1, RI.K.3, RI.K.7) • I can record evidence from my research about the living and nonliving things around me. (W.K.8)	• During the read-aloud in Work Time A, use the Speaking and Listening Checklist to monitor students' progress toward SL.K.2 (see Assessment Overview and Resources). • Collect students' Living Things research notebooks as evidence of progress toward W.K.8.	• Living Things Criteria anchor chart • Sorting Living and Nonliving Things anchor chart • What Researchers Do anchor chart • Back-to-Back and Face-to-Face Protocol anchor chart • Questions We Can Ask During a Language Dive anchor chart (optional) • Back-to-Back and Face-to-Face Protocol
Lesson 7 RI.K.3, RI.K.7, W.K.7, W.K.8 **TN Standards** **K.RI.KID.3, K.RI.IKI.7, K.W.RBPK.7, K.W.RBPK.8**	Reading and Writing: Unit 1 Assessment, Part 1 and Preparing for the Science Talk **1. Opening** A. Interactive Word Wall Protocol (10 minutes) **2. Work Time** A. Unit 1 Assessment, Part I: *What's Alive?* Selected Response (15 minutes) B. Preparing for the Science Talk: Is a Tree Living? (25 minutes) **3. Closing and Assessment** a. Shared Writing: Patterns with Living Things (10 minutes)	• I can describe how living things are similar using ideas from the text *What's Alive?* (RI.K.3, RI.K.7) • I can explain whether something is living or nonliving using evidence from research and observations. (W.K.7, W.K.8)	• In Work Time A, collect students' response sheets from the Unit 1 Assessment, Part I to serve as a work sample to demonstrate progress toward RI.K.3 (see Assessment Overview and Resources).	• Interactive Word Wall Protocol anchor chart • Living Things Criteria anchor chart • What Researchers Do anchor chart • Interactive Word Wall Protocol

Lesson 8
 	
RI.K.3, RI.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b
 	
TN Standards
K.RI.KID.3, K.RI.IKI.7, K.W.RBPK.8, K.SL.CC.1
	Reading, Writing, Speaking, and Listening: Unit 1 Assessment, Part II and Science Talk
	
	1. Opening
	  A. Interactive Word Wall Protocol (10 minutes)
	2. Work Time
	  A. Unit 1 Assessment, Part 2: *What's Alive?* Open Response (15 minutes)
	  B. Science Talk Protocol: Is a Tree Living? (25 minutes)
	3. Closing and Assessment
	  A. Back-to-Back and Face-to-Face Protocol: How Do Living Things Meet Their Needs? (5 minutes)
	  B. Song and Movement: "A Tree is a Living Thing" Chant (5 minutes)
		• I can describe how living things are similar using ideas from the text *What's Alive?* (RI.K.3, RI.K.7)
		• I can explain whether something is living or nonliving using evidence from research and observations. (W.K.8, SL.K.1a, SL.K.1b)
			• In Work Time A, collect students' response sheets from the Unit 1 Assessment, Part II (open response) to serve as a work sample to demonstrate progress toward RI.K.7 (see Assessment Overview and Resources).
			• During Work Time B, circulate and observe students as they discuss whether a tree is living. Use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1b (see Assessment Overview and Resources).
				• Interactive Word Wall Protocol anchor chart
				• Living Things Criteria anchor chart
				• Science Talk Protocol anchor chart
				• Back-to-Back and Face-to-Face Protocol anchor chart
				• Interactive Word Wall Protocol
				• Science Talk Protocol
				• Back-to-Back and Face-to-Face Protocol

Kindergarten Module 3: Trees Are Alive Unit 2: Curriculum Guidance

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

Central to the 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 effective learners: develop the mindsets and skills for success in college, career, and life. Throughout Unit 2, students practice collaboration as they work together to research in small groups (one specific habit of effective learners) as they engage in a cycle of research, note-taking, planning for writing, and sharing their writing. This cycle employs a gradual release of responsibility as students take on more ownership of their understanding, learning, and ability to be an effective collaborator. 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: Researching and Writing about How Animals Depend on Trees

This assessment centers on CCSS ELA W.K.2, W.K.7, and W.K.8 and invites students to write an informational booklet stating researched facts about different animals that get food from trees. Students use the individual notes created during the research process to inform their writing with researched facts. Over the course of three lessons, students complete their booklet with a focus statement and three detail statements about different animals that get food from trees.

Assessment Checklists: Throughout this unit, teachers use the Language Checklist to gather data on students' progress toward L.K.5b and L.K.5d; the Reading Informational Text Checklist to gather data on students' reading comprehension, specifically progress toward RI.K.1, RI.K.2, RI.K.4, and RI.K.7; and the Speaking and Listening Checklist to gather data on students' progress toward SL.K.1a, SL.K.1b, SL.K.2, and SL.K.3 (see Assessment Overview and Resources).

Required Unit Trade Book(s): *Be a Friend to Trees*

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

<mark>***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**.*</mark>

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols

Lesson 1
 	
RI.K.2, RI.K.7, SL.K.1, SL.K.2
 	
TN Standards
K.RI.KID.2, K.RI.IKI.7,
	Reading, Speaking, and Listening: Discovering the Unit 2 Guiding Question
	
	1. Opening
	  A. Picture Tea Party Protocol: Mystery Images (10 minutes)
	2. Work Time
	  A. Reading Aloud: *The Tree in*
		• I can share my observations and questions on a new research topic. (SL.K.1, SL.K.2)
		• I can determine the main idea of the text *The Tree in the Ancient Forest.* (RI.K.2, RI.K.7)
			• During the read- aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1 and RI.K.7 (see Assessment Overview and Resources).	• Picture Tea Party Protocol anchor chart
				• **Collaboration anchor chart**
				• Role Play Protocol anchor chart
				• What Researchers Do anchor chart
				• Unit 2 Guiding Question anchor chart

K.SL.CC.1, K.SLL.CC.2	*the Ancient Forest* (15 minutes) B. Role-Play Protocol: *The Tree in the Ancient Forest* (20 minutes) **3. Closing and Assessment** A. Shared Reading: What Researchers Do Anchor Chart and Unit 2 Guiding Question Anchor Chart (15 minutes)			
Lesson 2 RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, L.K.1d, L.K.1f, L.K.5b **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.CS.6, K.RI.IKI.7, K.FL.SC.6e, K.FL.SC.6g, K.FL.VA.7bii**	Reading, Speaking and Listening, and Writing: How Living Things Depend on Trees **1. Opening** A. Poem and Movement: "Who Depends on Trees?" (10 minutes) **2. Work Time** A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 1–17 (25 minutes) B. Writing to Respond to Text: How Do Trees Help Living Things Meet Their Needs? (15 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Reflecting on Collaboration (10 minutes)	• I can determine the main idea of the text *Be a Friend to Trees.* (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)	• During the read- aloud in Work Time A, 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 (see Assessment Overview and Resources).	• "Who Depends on Trees?" riddles, version 1 • Unit 2 Guiding Question anchor chart • Back-to-Back, Face-to-Face protocol anchor chart • **Collaboration anchor chart**
Lesson 3 RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, L.K.1, L.K.1d, L.K.1f, L.K.5, L.K.5b **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.CS.6, K.RI.IKI.7, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g, K.FL.VA.7b, K.FL.VA.7bii**	Reading, Speaking, Listening, and Writing: How Living Things Depend on Trees **1. Opening** A. Poem and Movement: "Who Depends on Trees?" (10 minutes) **2. Work Time** A. Reading Aloud to Determine the Main Idea: *Be a Friend to Trees*, Pages 18–32 (25 minutes) B. Writing to Respond to Text: How Do Trees Help Living Things Meet Their Needs? (15 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Sharing Our Writing (10	• I can determine the main idea of the text *Be a Friend to Trees.* (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7)	• During the Opening, use the Language Checklist to track students' progress toward L.K.5b. • During the read- aloud in Work Time A, continue to use the Reading Informational Text Checklist to track students' progress (see Assessment Overview and Resources).	• "Who Depends on Trees?" riddles, Version 1 • "Who Depends on Trees?" riddles, Version 2 • Adjectives anchor chart • Unit 2 Guiding Question anchor chart • Pinky Partners Protocol anchor chart

	minutes)			

Lesson 4
 	
RI.K.1, RI.K.2, RI.K.4, RI.K.7, W.K.8, L.K.1, L.K.1d, L.K.1f, L.K.5, L.K.5b
 	
TN Standards
K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.RI.IKI.7, K.W.RBPK.8, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g, K.FL.VA.7b, K.FL.VA.7bii
	Shared Research Reading: Reading and Taking Notes
	
	1. Opening
	  A. Poem and Movement: "Who Depends on Trees?" (15 minutes)
	2. Work Time
	  A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 12–13 (15 minutes)
	  B. Shared Note-taking: People Depend on Trees (20 minutes)
	3. Closing and Assessment
	  A. Pinky Partners Protocol: Collaboration (10 minutes)
		• I can research the text and its pictures to find information about how people depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7)
		• I can collaborate to create class notes that show how people depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)
			• During Work Time B, circulate and observe as students create class notes with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.2 (see Assessment Overview and Resources).	• "Who Depends on Trees" riddles, Version 1
				• Unit 2 Guiding Question anchor chart
				• What Researchers Do anchor chart
				• **Collaboration anchor chart**
				• Pinky Partners Protocol anchor chart

Lesson 5
 	
W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.1b, SL.K.2, L.K.1, L.K.1d, L.K.1f, L.K.5, L.K.5b
 	
TN Standards
K.W.TTP.2, K.W.RBPK.7, K.W.RBPK.8, K.SL.CC.1, K.SL.CC.2, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g, K.FL.VA.7b, K.FL.VA.7bii
	Shared Research Reading: Turning Notes into Writing, Part I
	
	1. Opening
	  A. Poem and Movement: "Who Depends on Trees?" (10 minutes)
	2. Work Time
	  A. Back-to-Back and Face-to-Face Protocol: How People Depend on Trees (10 minutes)
	  B. Analyzing a Model: Be a Friend to Trees (10 minutes)
	  C. Shared Writing: How People Depend on Trees for Food (25 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5 minutes)
		• I can discuss how people depend on trees using our shared notes. (SL.K.1b, SL.K.2)
		• I can contribute ideas about the focus statement in a piece of shared writing. (W.K.2, W.K.7, W.K.8)
			• During Work Time A, circulate and observe as students briefly discuss the class notes with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.2 (see Assessment Overview and Resources).	• "Who Depends on Trees?" riddles, Version 1
				• "Who Depend on Trees?" riddles, Version 2
				• Adjectives anchor chart
				• Back-to-Back, Face-to-Face protocol anchor chart
				• What Researchers Do anchor chart

Lesson 6
 	
W.K.2, W.K.7, W.K.8
 	
TN Standards
K.W.TTP.2, K.W.RBPK.7, K.W.RBPK.8,
	Shared Research: Turning Notes into Writing, Part II
	
	1. Opening
	  A. Poem and Movement: "Who Depends on Trees?" (5 minutes)
	2. Work Time
	  A. Shared Writing: How People Depend on Trees for Food (25 minutes)
	  B. Shared Reading: People Depend on Trees Booklet (5
		• I can contribute to the detail sentences and concluding statement in a piece of shared writing. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)	• During the Pinky Partners protocol in Closing A, circulate and observe as students discuss the photographs. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.2 (see Assessment Overview and Resources).	• "Who Depends on Trees?" riddles, Version 1
				• What Researchers Do anchor chart
				• Picture Tea Party Protocol anchor chart

	minutes) **3. Closing and Assessment** C. Picture Tea Party Protocol: Discovering Our Research Topic (10 minutes) D. Engaging the Learner: Making Puppets (15 minutes)			
Lesson 7 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.7, W.K.8 **TN Standards** **K.RI.KID.1, K.Ri.KID.2, K.RI.KID.3, K.RI.CS.4, K.RI.IKI.7, K.W.RBPK.7, K.W.RBPK.8**	Reading Aloud to Research: Pages 14-17 of *Be a Friend to Trees* **1. Opening** A. Shared Reading: Unit 2 Guiding Question Anchor Chart (5 minutes) **2. Work Time** A. Reading Aloud to Research: *Be a Friend to Trees*, Pages 14–17 (15 minutes) B. Language Dive: *Be a Friend to Trees*, Page 15 (15 minutes) C. Shared Note-taking: Animals Depend on Trees (20 minutes) **3. Closing and Assessment** A. Pinky Partners Protocol: Reflecting on Collaboration (5 minutes)	• I can read a text to research how animals depend on trees for food. (RI.K.1, RI.K.1, RI.K.3, RI.K.4, RI.K.7) • I can collaborate to create class notes that show how animals depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)	• During the read- aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K3, RI.K.4, and RI.K.7 (see Assessment Overview and Resources). • During shared note taking in Work Time C, circulate and observe students' collaboration as they create the class notes. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1 and SL.K.1b (see Assessment Overview and Resources).	• Unit 2 Guiding Question anchor chart • What Researchers Do anchor chart • **Collaboration anchor chart** • Pinky Partners Protocol anchor chart
Lesson 8 RI.K.2, RI.K.3, W.K.7, W.K.8, SL.K.1, SL.K.1b, SL.K.2, L.K.5d **TN Standards** **K.RI.KID.2, K.RI.KID.3, K.W.RBPK.7, K.W.RBPK.8, K.SL.CC.1, K.SL.CC.2, K.FL.VA.7biv**	Speaking, Listening, and Writing: Preparing to Write About How Animals Depend on Trees **1. Opening** A. Song and Movement: "We Depend on Trees" Version 1 (10 minutes) **2. Work Time** A. Engaging the Researcher: Reviewing Animals, Trees, and Food: Class Notes (15 minutes) B. Preparing for Independent Writing: Animals, T **3. Closing and Assessment** A. Pinky Partners Protocol: Reflecting on Learning (10 minutes)	• I can prepare for writing by creating notes that show how animals depend on trees for food. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8) • I can share my notes with a partner and ask questions about his or her notes. (SL.K.1, SL.K.1b, SL.K.2)	• During the Pinky Partners protocol in the Closing, circulate and observe as students share their notes with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1, SL.K.1b, and SL.K.2 (see Assessment Overview and Resources). • Collect students' individual notes to document progress toward W.K.7 and W.K.8.	• We Depend on Trees" song, Version 1 • Pinky Partners Protocol anchor chart

Lesson 9	Reading, Writing, and Speaking: Close Read- aloud, Session 4 and High-Quality Work in Weather Journals	• I can listen carefully to another's ideas and ask questions when I do not understand something. (SL.K.1, SL.K.1b, SL.K.2, SL.K.3)	• During Work Time A, circulate and listen as students discuss the video clip "Giraffe" with a partner. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1, SL.K.1b, SL.K.2, and SL.K.3 (see Assessment Overview and Resources).	• "We Depend on Trees", Version 1
W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.1b, SL.K.2, SL.K.3, L.K.5d	**1. Opening**	• I can write a focus statement that describes how animals depend on trees for food. (W.K.2, W.K.7, W.K.8)		• "We Depend on Trees", Version 2
	A. Song and Movement: "We Depend on Trees" Version 1 (15 minutes)			• What Researchers Do anchor chart
TN Standards	**2. Work Time**			• Back-to-Back, Face-to-Face Protocol anchor chart
K.W.TTP.2, **K.W.RBPK.7,** **K.W.RBPK.8,** **K.SL.CC.1,** **K.SL.CC.2, K.SL.CC.3,** **K.FL.VA.7biv**	A. Back-to-Back and Face-to-Face Protocol: How Animals Depend on Trees (10 minutes) B. Analyzing a Model: People Depend on Trees Booklet (10 minutes) C. Unit 2 Assessment, Part I: Writing a Focus Statement (15 minutes)		• Collect page 1 of the Unit 2 Assessment booklet to document progress toward W.K.2, W.K.7, and W.K.8.	• Pinky Partners Protocol anchor chart
	3. Closing and Assessment A. Pinky Partners Protocol: Reflecting on Learning (10 minutes)			
Lesson 10	Unit 2 Assessment, Part II: Writing Detail Sentences	• I can write detail sentences that give examples of how animals depend on trees for food. (W.K.2, W.K.7, W.K.8)	• During the Opening, use the Language Checklist to track students' progress toward L.K.5d.	• "We Depend on Trees", Version 3
W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.1b, SL.K.2, SL.K.3, L.K.5d	**1. Opening**			• **Collaboration anchor chart**
	A. Song and Movement: "We Depend on Trees" Version 3 (15 minutes)		• Collect pages 2 and 3 of the Unit 2 Assessment booklet to document progress toward W.K.2, W.K.7, and W.K.8.	• What Researchers Do anchor chart
TN Standards	**2. Work Time**			• Back-to-Back, Face-to-Face Protocol anchor chart
K.W.TTP.2, **K.W.RBPK.7,** **K.W. RBPK.8**, **K.SL.CC.1,** **K.SL.CC.2, K.SL.CC.3,** **K.FL.VA.7biv**	A. Back-to-Back and Face-to-Face Protocol: How Animals Depend on Trees (10 minutes) B. Analyzing a Model: People Depend on Trees Booklet (5 minutes) C. Unit 2 Assessment, Part II: Writing Detail Sentences (25 minutes)			
	3. Closing and Assessment A. Reflecting on Learning (5 minutes)			
Lesson 11	Unit 2 Assessment, Part III: Writing a Detail Sentence	• I can write detail sentences that give examples of how animals depend on trees for food. (W.K.2,	• During the Opening, use the Language Checklist to track students' progress toward L.K.5d.	• We Depend on Trees", Version 3
				• We Depend on Trees" Verbs

		W.K.7, W.K.8)	• Collect pages 4–5 of the Unit 2 Assessment booklet to document progress toward W.K.2, W.K.7, and W.K.8.	anchor chart

W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.1b, SL.K.2, SL.K.3, L.K.5d
 	
TN Standards
K.W.TTP.2, K.W.RBPK.7, K.W. RBPK.8, **K.SL.CC.1, K.SL.CC.2, K.SL.CC.3, K.FL.VA.7biv**
	1. Opening
	  A. Song and Movement: "We Depend on Trees" Version 3 (15 minutes)
	2. Work Time
	  A. Analyzing a Model: People Depend on Trees Booklet (5 minutes)
	  B. Unit 2 Assessment, Part III: Writing a Detail Sentence (15 minutes)
	  C. Shared Writing: Conclusion Sentence (10 minutes)
	3. Closing and Assessment
	  A. Pinky Partners Protocol: Sharing Our Writing (15 minutes)
		• I can write a concluding statement that states the topic in a different way. (W.K.7, W.K.8)		

[Lesson 12](#)
 	
SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3
 	
TN Standards
  K.SL.CC.1, K.SL.CC.2, K.SL.CC.3
	Speaking and Listening: Sharing What We Learned
	
	1. Opening
	  A. Song and Movement: "We Depend on Trees" Version 2 (5 minutes)
	2. Work Time
	  A. Preparing for the Science Talk: Unit 2 Guiding Question Anchor Chart (10 minutes)
	  B. Preparing for the Science Talk: Unit 2 Assessment Booklet (15 minutes)
	  C. Science Talk Protocol: How Do Living Things Depend on Trees to Meet Their Needs? (20 minutes)
	3. Closing and Assessment
	Reflecting on Collaboration (10 minutes)
		• I can collect research from different places to discuss the answer to a question. (SL.K.2, SL.K.3)
		
		• I can participate in a conversation to share how living things depend on trees to meet their needs. (SL.K.1a, SL.K.1b)
			• During the Science Talk in Work Time C, circulate and observe as students discuss how living things depend on trees. Consider using the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1b (see Assessment Overview and Resources).	• "We Depend on Trees" song, Version 2
				• Unit 2 Guiding Question anchor chart
				• Science Talk Protocol anchor chart
				• Back-to-Back, Face-to-Face Protocol anchor chart
				• **Collaboration anchor chart**

Kindergarten Module 3: Trees Are Alive Unit 3: Curriculum Guidance

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

Central to the 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 effective learners:** develop the mindsets and skills for success in college, career, and life. Throughout Unit 3, students continue to practice perseverance (one specific habit of character) as they draft, edit, and revise the imaginary narratives for the performance task. 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: Reflecting on My Weather Story 🗒️

This assessment centers on CCSS ELA SL.K.4, SL.K.6, L.K.1f, and L.K.6. Students participate in a small group structured conversation facilitated by the teacher. During this conversation, students respond to a series of reflective questions about the process of writing their narrative weather stories (performance task). This structured conversation assesses students' ability to respond to a specific question by adding details and relevant information (SL.K.4) and to speak audibly and clearly (SL.K.6) using complete sentences (L.K.1). Students may use sentence frames to support their speaking. In addition to speaking, this assessment requires students to demonstrate careful listening skills to ensure they answer the questions the teacher poses.

This assessment also serves as scaffolding toward and authentic practice for the module culmination: a Weather Expo. During the Weather Expo, classroom visitors ask students the same reflective questions that the teacher posed during this assessment.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students' progress toward SL.K.4 and SL.K.6. Teachers can use the My Weather Story booklet and the Narrative Writing Checklist to track students' progress toward W.K.3, W.K.5, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and LK.6 as they complete the performance task in Unit 3.

Required Unit Trade Book(s): *The Snowy Day*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 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
Lesson 1 SL.K.1, SL.K.1a, SL.K.4, L.K.6	**Reading, Speaking, and Listening: Discovering a New Research Topic** **1. Opening**	• I can share my observations and questions about a new research topic. (SL.K.1a, SL.K.4) • I can describe what makes	• During the Opening and Work Time C, circulate as students discuss their observations and wonderings and use the Speaking and Listening Checklist	• Picture Tea Party Protocol anchor chart • Picture Tea Party Protocol • High Quality Work anchor chart

TN Standards **K.SL.CC.1, K.SL.PKI.4,** **K.FL.VA.7c**	A. Picture Tea Party Protocol: Mystery Images (10 minutes) **2. Work Time** A. Reading Aloud: *Are Trees Alive?* (15 minutes) B. Language Dive: *Are Trees Alive?*, Page 11 (15 minutes) C. Engaging the Learner: Models of Performance Task (10 minutes) **3. Closing and Assessment** A. Shared Writing: High-Quality Work Anchor Chart (10 minutes)	something high quality. (SL.K.1a, SL.K.4)	to document progress toward SL.K.1a and SL.K.4 (see Assessment Overview and Resources).	
Lesson 2 RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, W.K.7, W.K.8 **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.KID.3, K.RI.CS.4, K.RI.IKI.7, W.RBPK.7, K.W.RBPK.8**	Research Reading: The Sugar Maple **1. Opening** A. Poem and Movement: "Clay Leaves" (5 minutes) **2. Work Time** A. Reading Aloud to Research: "Sugar Maple" (20 minutes) B. Shared Writing: Sugar Maple: Class Notes (20 minutes) **3. Closing and Assessment** A. Engaging the Artist: Planning a Collage (15 minutes)	• I can research important information about the sugar maple tree using the words and pictures of a text. (RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7) • I can find and record important information to contribute to class notes. (RI.K.1, RI.K.2, RI.K.3, W.K.7, W.K.8)	During reading aloud to research in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.3, RI.K.4, and RI.K.7 (see Assessment Overview and Resources).	• "Clay Leaves" poem • Sugar Maple class notes • High Quality Work anchor chart
Lesson 3 W.K.2, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.4 **TN Standards** **K.W.TTP.2, K.W.RBPK.7, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4**	Shared Research Writing: Drafting the Focus Statement and Detail Sentence **1. Opening** A. Poem and Movement: "Clay Leaves" (5 minutes) **2. Work Time** A. Role-Play Protocol: Reviewing Sugar Maple: Class Notes (10 minutes) B. Shared Writing: Describing the Sugar Maple Booklet (15 minutes) C. Engaging the Artist: Making a Sugar Maple Tree Collage (25 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)	• I can use information from research to contribute to a piece of shared writing. (W.K.2, W.K.7, W.K.8, SL.K.1a, SL.K.4) • I can show what I know about trees through writing and collage. (W.K.2, W.K.7, W.K.8)	• During Work Time B, circulate and listen as students contribute to shared writing to document progress toward W.K.2, W.K.7, and W.K.8 on the Informational Writing Checklist.	• "Clay Leaves" poem • Role Play Protocol anchor chart • Describing the Sugar Maple booklet • High Quality Work anchor chart • **Perseverance anchor chart** • Role Play protocol

Lesson 4 W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.3 **TN Standards** **K.W.TTP.2,** **K.W.PDW.5,** **K.W.RBPK.7, K.W. RBPK.8,** **K.SL.CC.1, K.SL.CC.3**	Shared Research Writing: Drafting Detail Sentences **1. Opening** A. Poem and Movement: "Clay Leaves" (5 minutes) **2. Work Time** A. Shared Writing: Describing the Sugar Maple Booklet (15 minutes) B. Engaging the Artist: Making a Sugar Maple Collage (15 minutes) C. Giving and Receiving Peer Feedback (20 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can use information from research to contribute to a piece of shared writing. (W.K.2, W.K.7, W.K.8) • I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)	• During shared writing in Work Time B, listen as students contribute to the writing to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 on the Informational Writing Checklist (see Assessment Overview and Resources). • During Work Time C, circulate and listen as students give and receive peer feedback to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 on the Speaking and Listening Checklist (see Assessment Overview and Resources).	• "Clay Leaves" poem • High Quality Work anchor chart • Describing the Sugar Maple booklet • **Perseverance anchor chart**
Lesson 5 RI.K.1, RI.K.2, RI.K.4, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.3 **TN Standards** **K.RI.KID.1, K.RI.KID.2,** **K.RI.CS.4, K.W.RBPK.7,** **K.W.RBPK.8, K.SL.CC.1,** **K.SL.CC.3**	Small Group Research: Reading and Taking Notes **1. Opening** A. Picture Tea Party Protocol: Tree Images (10 minutes) **2. Work Time** A. Engaging the Researcher: Review Tree Texts (10 minutes) B. Reading to Research Trees: Tree Texts (20 minutes) C. Small Group Research: Tree: Small Group Notes (15 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Reflecting on Learning (5 minutes)	• I can research a text to answer a question using the words and pictures. (RI.K.1, RI.K.2, RI.K.4) • I can describe my tree and what it needs using information from my research. (RI.K.1, RI.K.2, W.K.7, W.K.8, SL.K.1, SL.K.3)	• During Work Times B and C, continue to use the RI Formative Assessment Sheet to track students' progress toward RI.K.1, RI.K.2, and RI.K.4 (see Assessment Overview and Resources). • During Work Time C, use the Informational Writing Checklist to track students' progress toward W.K.7 and W.K.8 (see Assessment Overview and Resources).	• Picture Tea Party Protocol anchor chart • Sugar Maple class notes • Tree Small Group Notes • **Perseverance anchor chart** • Back-to-Back and Face-to-Face Protocol anchor chart • Picture Tea Party protocol • Back-to-Back and Face-to-Face protocol
Lesson 6 W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.4 **TN Standards** **K.W.RBPK.7, K.W.RBPK.8,** **K.SL.CC.1, K.SL.PKI.4**	Small Group Research: Taking Notes and Unit 3 Assessment, Part I **1. Opening** A. Poem and Movement: "Connecting Trees" (5 minutes) **2. Work Time** A. Preparing for a Science Talk: Tree: Individual Notes (20 minutes) B. Unit 3 Assessment, Part I: Science Talk (15 minutes)	• I can describe my tree and what it needs using my research notes. (W.K.7, W.K.8) • I can discuss the needs of my tree and identify patterns among different types of trees. (SL.K.1a, SL.K.1b, SL.K.4)	• Circulate and observe students throughout the Science Talk in Work Time B. Use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1b (see Assessment Overview and Resources). • During the shared reading in Work Time C, circulate and listen as students discuss patterns among trees. Prompt them to provide more detail when listening in and/or sharing with the whole class to measure progress toward SL.K.4.	• "Connecting Trees" poem • Tree small group notes • Pinky Partner Protocol • Science Talk Protocol anchor chart • All About Trees Part 1 anchor chart • Pinky Partners protocol • Science Talk protocol

	C. Shared Reading: All about Trees Anchor Chart (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)			
Lesson 7 RI.K.1, RI.K.2, RI.K.4, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.3, L.K.6 **TN Standards** **K.RI.KID.1, K.RI.KID.2, K.RI.CS.4, K.W.RBPK.8, K.SL.CC.1, K.SL.CC.3, K.FL.VA.7c**	Small Group Research: Reading and Taking Notes **1. Opening** A. Poem and Movement: "Connecting Trees" (5 minutes) **2. Work Time** A. Language Dive: *Are Trees Alive?*, Page 11 (10 minutes) B. Reading to Research Trees: Tree Texts (20 minutes) C. Small Group Research: Tree: Small Group Notes (20 minutes) **3. Closing and Assessment** A. Poem and Movement: "What's Alive and What's Not?" (5 minutes)	• I can research a text to answer a question using the words and pictures. (RI.K.1, RI.K.2, RI.K.4) • I can describe what my tree provides other living things using information from my research. (RI.K.1, RI.K.2, W.K.7, W.K.8, SL.K.1, SLK.3)	• During Work Times B and C, continue to use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, and RI.K.4 (see Assessment Overview and Resources). • During Work Time C, use the Informational Writing Checklist to track students' progress toward W.K.7 and W.K.8 (see Assessment Overview and Resources).	• "Connecting Trees" poem • Tree small group notes "What's Alive and What's Not?"
Lesson 8 W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.4 **TN Standards** **K.W.RBPK.7, K.W.RBPK.8, K.SL.CC.1, K.SL.PKI.4**	Small Group Research: Taking Notes and Unit 3 Assessment, Part II **1. Opening** A. Poem and Movement: "Connecting Trees" (5 minutes) **2. Work Time** A. Preparing for a Science Talk: Tree: Individual Notes (20 minutes) B. Unit 3 Assessment, Part II: Science Talk (15 minutes) C. Shared Reading: All about Trees Anchor Chart (15 minutes) **3. Closing and Assessment** A. Reflecting on Learning (5 minutes)	• I can describe what animals depend on my tree using my research notes. (W.K.7, W.K.8) • I can discuss the needs of my tree and identify patterns among different types of trees. (SL.K.1a, SL.K.1b, SL.K.4)	• Circulate and observe students throughout the Science Talk in Work Time B. Use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1a (see Assessment Overview and Resources). • During shared reading in Work Time C, circulate and listen as students discuss patterns among trees. Prompt them to provide more detail when listening in and/ or sharing with the whole class to measure progress toward SL.K.4.	• "Connecting Trees" poem • Tree small group notes • All About Trees Part 2 anchor chart • Science Talk Protocol anchor chart • **Perseverance anchor chart** • Science Talk protocol
Lesson 9	Small group research: Taking	• I can write about patterns in	• Circulate and observe students	• "Connecting Trees" poem

W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b
 	
TN Standards
K.W.RBPK.7, K.W.RBPK.8,
K.SL.CC.1
	Notes and Unit 3 Assessment, Part III
	
	1. Opening
	  A. Poem and Movement: "Connecting Trees" (5 minutes)
	2. Work Time
	  A. Shared Reading: All about Trees Anchor Chart (15 minutes)
	  B. Preparing for a Science Talk: Tree Patterns Note-catcher (15 minutes)
	  C. Unit 3 Assessment, Part III: Science Talk (20 minutes)
	3. Closing and Assessment
	  A. Poem and Movement: "Who Depends on Trees?" Version 1 (5 minutes)
		living things using my research. (W.K.7, W.K.8)
		• I can discuss the patterns in how living things meet their needs. (SL.K.1a, SL.K.1b)
			throughout the Science Talk in Work Time C. Use the Speaking and Listening Checklist to document progress toward SL.K.1a and SL.K.1a (see Assessment Overview and Resources).	• All About Trees Part 1 anchor chart
				• All About Trees Part 2 anchor chart
				• Science Talk Protocol anchor chart
				• **Perseverance anchor chart**
				• Pinky Partner Protocol anchor chart

Lesson 10
 	
RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b, SL.K.3
 	
TN Standards
K.RI.KID.2, K.W.TTP.2,
K.W.PDW.5, K.W.RBPK.7,
K.W.RBPK.8, K.SL.CC.1,
K.SL.CC.3
	Performance Task: Drafting a Focus Statement and Creating an Informational Tree Collage
	
	1. Opening
	  A. Shared Reading: Describing the Sugar Maple Booklet (5 minutes)
	2. Work Time
	  A. Independent Writing: Performance Task Writing Booklet (10 minutes)
	  B. Engaging the Artist: Planning and Creating an Informational Tree Collage (25 minutes)
	  C. Giving and Receiving Peer Feedback: Informational Tree Collages (15 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5 minutes)
		• I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)
		• I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)
			• During Work Time A, circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 (see Assessment Overview and Resources).
			• During Work Time C, circulate as students give and receive feedback and use the Speaking and Listening Checklist to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 (see Assessment Overview and Resources).
				• Describing the Sugar Maple booklet
				• Tree Small Group Notes
				• High Quality Work anchor chart
				• **Peer Feedback anchor chart**

Lesson 11 RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.1a, SL.K.1b,	Performance Task: Part II **1. Opening** A. Poem and Movement: "What's Alive and What's	• I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)	• During Work Time A, continue to circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8	• "What's Alive and What's Not?" • High Quality Work anchor chart • Adjectives anchor chart • Describing the Sugar Maple booklet

SL.K.3
 	
TN Standards
K.RI.KID.2, K.W.TTP.2,
K.W.PDW.5, K.W.RBPK.7,
K.W.RBPK.8, K.SL.CC.1,
K.SL.CC.3
	Not?" (5 minutes)
	2. Work Time
	  A. Independent Writing:
	    Performance Task Writing
	    Booklet (15 minutes)
	  B. Giving and Receiving
	    Peer Feedback:
	    Performance Task Writing
	    Booklet (15 minutes)
	  C. Engaging the Artist:
	    Creating an Informational
	    Tree Collage (20 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5
	    minutes)
		• I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)	(see Assessment Overview and Resources).
			• During Work Time B, circulate as students give and receive feedback and use the Speaking and Listening Checklist to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 (see Assessment Overview and Resources).
				• Tree small group notes
				• **Peer Feedback anchor chart**

Lesson 12
 	
RI.K.2, W.K.2, W.K.5,
W.K.7, W.K.8, SL.K.1,
SL.K.1a, SL.K.1b, SL.K.3
 	
TN Standards
K.RI.KID.2, K.W.TTP.2,
K.W.PDW.5, K.W.RBPK.7,
K.W.RBPK.8, K.SL.CC.1,
K.SL.CC.3
	Performance Task: Part III
	
	1. Opening
	  A. Poem and Movement: "Who
	    Depends on Trees?" Version
	    1 (5 minutes)
	2. Work Time
	  A. Independent Writing:
	    Performance Task Writing
	    Booklet (15 minutes)
	  B. Engaging the Artist:
	    Creating an Informational
	    Tree Collage (20 minutes)
	  C. Giving and Receiving
	    Feedback: Informational
	    Tree Collages (15 minutes)
	3. Closing and Assessment
	  A. Reflecting on Learning (5
	    minutes)
		• I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)
		• I can give and receive feedback that is kind, helpful, and specific. (W.K.5, SL.K.1a, SL.K.1b, SL.K.3)
			• During Work Time A, continue to circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 (see Assessment Overview and Resources).
			• During Work Time C, circulate as students give and receive feedback and continue to use the Speaking and Listening Checklist to document progress toward SL.K.1a, SL.K.1b, and SL.K.3 (see Assessment Overview and Resources).
				• Who Depends on a Tree?" riddles
				• High Quality Work anchor chart
				• Describing the Sugar Maple Booklet
				• Tree small group notes
				• **Peer Feedback anchor chart**

Lesson 13
 	
RI.K.2, W.K.2, W.K.5, W.K.7,
W.K.8, SL.K.1a, SL.K.1b, SL.K.3
 	
TN Standards
K.RI.KID.2, K.W.TTP.2,
K.W.PDW.5, K.W.RBPK.7,
K.W.RBPK.8, K.SL.CC.1,
	Performance Task: Drafting Detail Sentence 3 and Completing an Informational Tree Collage
	
	1. Opening
	  A. Song and Movement: "We
	    Depend on Trees" (5
	    minutes)
	2. Work Time
		• I can show what I know about trees through writing and collage. (RI.K.2, W.K.2, W.K.5, W.K.7, W.K.8)	• During Work Time A, continue to circulate and use the Informational Writing Checklist to document progress toward W.K.2, W.K.5, W.K.7, and W.K.8 (see Assessment Overview and Resources).	• "We Depend on Trees" song
				• High Quality Work anchor chart
				• Describing the Sugar Maple booklet
				• Tree small group notes
				• **Peer Feedback anchor chart**
				• Role Play Protocol anchor chart
				• Role Play protocol

K.SL.CC.3	A. Independent Writing: Performance Task Writing Booklet (20 minutes) B. Engaging the Artist: Completing an Informational Tree Collage (25 minutes) **3. Closing and Assessment** A. Role-Play Protocol: Performance Task Writing Booklet (10 minutes)			
Lesson 14 SL.K.4, SL.K.6 **TN Standards** **K.SL.PKI.4, T.SL.PKI.6**	Speaking and Listening: Preparing to Share our Work **1. Opening** A. Song and Movement: "We Depend on Trees" and "A Tree Is a Living Thing" (10 minutes) **2. Work Time** A. Shared Reading: Ways We Share Our Work Anchor Chart (10 minutes) B. Pinky Partners Protocol: Sharing Our Informational Collages (20 minutes) C. Preparing to Present: Living Things Research Notebook (10 minutes) **3. Closing and Assessment** A. Back-to-Back and Face-to-Face Protocol: Sharing Our Living Things Research Notebook (10 minutes)	• I can share information about living things and their needs with others. (SL.K.4, SL.K.6). • I can read my writing aloud using a strong and clear voice. (SL.K.6)	• Circulate and observe as students practice sharing their work with a partner during Work Time B and the Closing. Use the Speaking and Listening Checklist to document progress toward SL.K.4 and SL.K.6 (see Assessment Overview and Resources).	• "We Depend on Trees" song • "A Tree is a Living Thing" chant • Ways We Share Our Work anchor chart • Pinky Partners Protocol anchor chart • Back-to-Back and Face-to-Face anchor chart. • Pinky Partners protocol • Back-to-Back and Face-to-Face protocol
Lesson 15 SL.K.4 SL.K.6 L.K.6 **TN Standards** **K.SL.PKI.4, K.SL.PKI.6, K.FL.VA.7c**	Speaking and Listening: Sharing and Celebrating Our Work **1. Opening** A. Song and Movement: "We Depend on Trees" and "A Tree Is a Living Thing" (10 minutes) **2. Work Time** A. Reading Aloud: Sharing and Celebrating Our Informational Collages (20 minutes)	• I can read my writing aloud using a strong and clear voice. (SL.K.6, L.K.6) • I can share information about living things with others. (SL.K.4, SL.K.6, L.K.6)	• During each Work Time, observe as students present their work and engage with the classroom visitors. Use the Speaking and Listening Checklist to document progress toward SL.K.4 and SL.K.6 (see Assessment Overview and Resources).	• "We Depend on Trees" song • "A Tree is a Living Thing" chant • Presentation Groups chart • Ways We Share Our Work anchor chart • "What's Alive and What's Not?" poem • What Researchers Do anchor chart

	B. Speaking and Listening: Sharing Our Living Things Research Notebooks (15 minutes) **3. Closing and Assessment** A. End of Module Reflection (15 minutes)		

*To peruse the details of this module and other Kindergarten modules access the following web address- *http://curriculum.eleducation.org/curriculum/ela/grade-K/*