



**Literacy Design  
Collaborative**

# 1B. Citizens Have Responsibility

by Pam Ferrante, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or

## 1B. Citizens Have Responsibility

feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

**This module** provides an opportunity for students to explore the idea of responsible citizenship. Students collaborate to process ideas and concepts through speaking, listening, reading, and writing.

---

GRADES

**1**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **5hr**

## Section 1: What Task?

### Teaching Task

#### Task Template IE3 - Informational or Explanatory

What does it mean to be a responsible citizen? After reading and listening to literary and informational texts on being a responsible citizen, write at least one paragraph in which you explain how a character from one of the texts showed the characteristics of responsible citizenship in school or the community. Support your response with evidence from the text/s.

### Standards

#### Florida Standards

SS.1.C.2.1.

Focus

Explain the rights and responsibilities students have in the school community.

SS.1.C.2.2.

Focus

Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3.

Focus

Identify ways students can participate in the betterment of their school and community.

SS.1.C.2.4.

Focus

Show respect and kindness to people and animals.

LAFS.1.W.1.2.

Focus

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LAFS.1.W.3.8.

Focus

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.1.SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### Language Arts Florida Standards (LAFS)

LAFS.1.RI.1.1

Focus

Ask and answer questions about key details in a text.

### Texts

## 1B. Citizens Have Responsibility

- 🔗 **Being a Good Citizen by Mary Small – Print Book Option**
- 🔗 **Being a Good Citizen by Mary Small – Video Option**
- 📄 **Jacob Cresbo, A Community Hero - Non-fiction Text.pdf**
- 🔗 **The Kindness Quilt by Nancy Elizabeth Wallace – Print Book Option**
- 🔗 **The Kindness Quilt by Nancy Elizabeth Wallace – Video Option**

## Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is <b>loosely related</b> to the prompt and the topic, or is <b>partially off-topic</b> .	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and <b>stays focused on the topic</b> .
<b>Use of Sources</b>	Includes no information from sources.	Includes information from sources <b>loosely related</b> to topic.	Includes information from sources <b>related</b> to the topic.	Includes <b>detailed</b> information from sources related to the topic.
<b>Development</b>	Lists no facts or facts unrelated to the topic.	Lists facts <b>loosely related</b> to the topic.	Lists facts <b>related</b> to the topic.	Lists and <b>elaborates on some</b> facts related to the topic.
<b>Organization</b>	Sentences have no evident relationship with each other.	Sentences <b>are related</b> to each other.	Sentences are related to each other; <b>provides a sense of closure</b> .	<b>Sequences</b> sentences with a <b>beginning, middle, and end</b> ; provides a sense of closure.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors. Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 1 examples)</b>	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
<b>C3 Concept: Role of Civic Actors (civics)</b>	Identifies a student's role or responsibility as a member of a group.	Identifies the roles and responsibilities of different people in a community.	Describes the roles and responsibilities of different people (e.g., leaders and others) in a community.	Describes the roles and responsibilities of different people in a community and how they are important.

### ***Background for Students***

In addition to being a member of your family, you are a citizen of your school and community. This module will help you see what it means to be a responsible citizen. The module will also give you some ideas about how you can make your classroom, school, and community better places to work, learn, and live!

### ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING:** Ability to read explicitly and identify the central point and main supporting elements of a text.

**ENHANCING COMPREHENSION:** Ability to enhance comprehension by reflecting on text and engaging in text-based discussion.

**GATHERING EVIDENCE:** Ability to gather evidence from text to support an explanation or description.

### ***Transition to Writing***

**SELECTING A FOCUS:** Ability to select a focus for the writing

### ***Writing Process***

**DEVELOPMENT OF WRITTEN RESPONSE:** Ability to construct an initial draft with an emerging line of thought and structure.

**PEER EDITING:** Ability to provide and implement peer feedback for the purpose of clarifying a piece to make it more effective.

**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Preparing for the Task</i>				
15 mins	<p><b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>1. WE ARE FAMILY CHAIN</b> Participate in a partner discussion of rules and then write a rule on a link for the class chain.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>participate actively in the Timed-Pair-Share</li> <li>complete a chain link with their name and a rule they think is important</li> </ul>	<p>1. Use questions to introduce the topic to the whole class:</p> <ul style="list-style-type: none"> <li>What are some of the important rules we follow at home, in our classroom, and at school?</li> <li>Why should they be followed?</li> </ul> <p>Have a few students respond to the questions.</p> <p>2. Using a Timed-Pair-Share collaborate structure, students will pair up and take turns responding to the prompt. Each partner will have 15 seconds to respond. (Detailed directions for Timed-Pair-Share are in Teacher Resources.)</p> <p><b>Question 1:</b> What rules does your family have to make sure everyone gets along and is safe? <b>Question 2:</b> What rules do you think we need to follow in our classroom and in our school to help us get along, be safe, and learn?</p> <p>3. Discuss the connection between rules and citizenship. Briefly, define citizenship and note that citizens (whether of a classroom, school, community, or nation) have rights.</p> <ul style="list-style-type: none"> <li>A right is a freedom that all citizens have. Rules can help us make sure that our rights are protected.</li> <li>What are your rights as a member of our classroom and school community? (to be safe, to be able to learn, to have friends, etc.)</li> </ul> <p>In our classroom and communities we do have rights, but also many rules to follow and responsibilities to practice. Having and following rules make our class and school communities stronger just like they make our families stronger. Rules link citizens together as a community like a chain.</p> <p>5. Have students list a rule that they personally think is important for them to follow on a We Are Family chain link. (Found in Teacher Resources) Connect all of the individual links together and display the chain in the classroom for the remainder of the module. (Copy the We Are Family chain handout on colored paper if desired. Pre-cut the individual links before passing out to students.)</p>
<p>Standards:</p> <p><b>LAFS.1.SL.1.1.A.</b> : Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>LAFS.1.SL.2.4.</b> : Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>				

## 1B. Citizens Have Responsibility

**SS.1.C.2.1** : Explain the rights and responsibilities students have in the school community.

**SS.1.C.2.2** : Describe the characteristics of responsible citizenship in the school community.

Additional Attachments:

 **Timed-Pair-Share Collaborative Structure.pdf**

 **We Are Family chain links.pdf**

20 mins

**TASK ANALYSIS:**

Ability to understand and explain the task's prompt and rubric.

**2. TEACHING TASK ANALYSIS**

Participate in class discussion to identify what you need to know and do in order to successfully complete the Teaching Task.

Students meet expectations if they:

- actively participate in the discussion to identify what they need to know and do to be successful in this module

1. Introduction:

Our "We Are Family" rules chain is a reminder that we are all citizens of this class. But we are also a citizen of our school and of our community. We are going to learn many things about what it means to be a responsible citizen and in a few days, you will complete a special task to show what you have learned.

Today we are going to explore what do you need to know and to do in order to successfully complete the special task.

2. Post the Teaching Task on the board (or chart paper) for students to view. Leave space for marking the text to aid comprehension. (The Teaching Task text is in the Teacher Resources).

3. Read the task to students. (ESOL Strategies are available in Teachers Resources)

4. Ask students to find one word that tells them what they need to do in order to successfully complete the task.

- Read the task by phrases. Stop after each phrase and ask if there was a word for something to do - an action.
  - *What does it mean to be a responsible citizen?*
  - *After reading and listening to literary and informational texts on being a responsible citizen*
  - *write a paragraph in which you explain how a character from one of the texts*
  - *showed the characteristics of responsible citizenship in school or the community.*
  - *Support your response with evidence from the text/s.*
- Guide the students to identify one word that tells what to do:
  - reading
  - listening
  - write
  - explain
  - support

5. Text code (highlight or circle) the 5 words with one color. Review these words and have the students read them several times with you.

6. Re-read the task, phrase by phrase and pointing to each word. Ask the students to "help you read" the

## 1B. Citizens Have Responsibility

words marked in color.

7. Explain that after each marked word, there are details that tell them more about what they will do. Starting with the first marked words (*reading and listening*), underline the details (*literary and informational texts*). Ask students to help define the underlined words. Talk about what the detail means.

Continue underlining and defining the details as follows:

- write a paragraph
- explain how a character from one of the texts
- Support your response

8. Re-read the prompt with students helping.

Optional - Provide students with a copy of the task and have them use crayons or markers to text code (highlight or circle and underline) the words and details to match the display chart. Students can point to the words on their individual copy as you re-read the prompt. Students can continue to mark and read their own copy as the lesson continues.

9. Explain that many of the other words tell them something that they will need to know in order to successfully complete the task. Use a different color marker than that used for the "what do we do" text to draw a box around the following information students will "need to know":

- *What does it mean to be a responsible citizen?*
- *...responsible citizen*
- *...characteristics of responsible citizenship in school or the community.*
- *... evidence*

10. Discuss the "need to know" words. Engage students in providing definitions or example to help build understanding.

11. To close the lesson, have students join you in a slow, responsive review of the keywords in the teaching task as you point to the chart. (Responsive Review of Task Keywords is found in Teacher Resources)

Standards:

**LAFS.1.SL.1.2** : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.L.3.4** : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Additional Attachments:

 [ESOL Strategies.pdf](#)

 [Responsive Review of Task Keywords.pdf](#)

 [1B Teaching Task.pdf](#)

## 1B. Citizens Have Responsibility

30 mins	<p><b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>3. VOCABULARY MATCHING GAME</b></p> <p>Play matching game to identify and master essential vocabulary.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"><li>• correctly match words and definitions</li><li>• articulate the relationship between a word and picture that shows understanding</li></ul>	<ol style="list-style-type: none"><li>1. Introduction: As we continue to learn about what it means to be a responsible citizen, you are going to learn some important words. Those important words will be our vocabulary list. Today we are going to identify the vocabulary words and then you are going to work with classmates to play a match game.</li><li>2. Introduce a chart of essential vocabulary (prepare in advance). (Essential Vocabulary and ESOL Strategies available in Teacher Resources)<ul style="list-style-type: none"><li>• Review each word and discuss. You may want to use the definition students will use in the Vocabulary Matching Game later in this lesson. (Found in Student Resources.)</li></ul></li><li>3. Introduce the Vocabulary Matching Game. Depending on the current reading level of students, the game can be initiated whole group or with partner readers. If completing the task with partner readers, prepare one complete set of cards for each pair of students.</li><li>4. Review the game cards and sort in three sets: words, definitions, and pictures. (Cards and pictures should be prepared ahead of time.)</li><li>5. Beginning with the words and definitions, have students match each word with an appropriate definition. Students may need help understanding the nuances and relationships between the words and their definitions.  Option: Students may glue or tape vocabulary words and the matching definition on strips to encourage the use of the definition when they reach the picture-match portion of the activity.</li><li>6. After students have had an opportunity to come to consensus on the definitions of the words, provide each pair with the set of four pictures and ask students to discuss and match each picture to a vocabulary word. (Pictures may match with multiple vocabulary words.) While circulating, ask students to justify their reasoning for matching specific pictures and words.</li><li>7. Debrief the task with the whole class and ask pairs to share their responses and justification with the class.  Extension: If you have advanced readers, you can change the vocabulary match into a memory match by turning the cards face down and allowing students to try and match by turning over two cards at a time, removing matching sets when they find them.</li><li>8. Bring the lesson to a close by reviewing the Teaching Task chart using the Responsive Review of Task Keywords. (Attached in Teacher Resources)</li></ol>
<p>Standards:</p> <p><b>LAFS.1.L.3.4.</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and</p>				

## 1B. Citizens Have Responsibility

content, choosing flexibly from an array of strategies.

**LAFS.1.L.3.5.** : With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

**LAFS.1.L.3.5.C.** : Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Additional Attachments:

 [Vocabulary Matching Game.docx](#)

 [1B Essential Vocabulary.pdf](#)

 [ESOL Strategies.pdf](#)

 [Responsive Review of Task Keywords.pdf](#)

20 mins

### ACTIVE READING:

Ability to read explicitly and identify the central point and main supporting elements of a text.

### 4. CLASS KWL CHART

Read or listen to *Being a Good Citizen* by Mary Small and participate in class KWL activity.

Students meet expectations if they:

- listen actively to the book *Being a Good Citizen*
- participate in the class KWL activity

1. Introduction: What does being a good citizen look like in the classroom and in the school? To help us answer this question, we will review our vocabulary words and read (or listen to) our first text.

2. Review vocabulary words. Have students read each word with you or as an echo. (Essential Vocabulary attached in Teacher Resources.) Return to the word *citizen* and review the definition. Tell students this word is especially important today because it is used in the title of the book they will listen to.

3. Introduce the book, *Being a Good Citizen* by Mary Small. (See Teacher Resources.)

4. In a whole group discussion, before you read or listen, complete the KW part of a KWL chart for the book. (KWL Directions and ESOL Strategies are available in Teacher Resources)

- Have students brainstorm while you record in the KWL chart, what they already **know** about being a good citizen.
- Ask students to share what they **want to know** about being a good citizen and what **questions** they have about the book.

5. Read or listen to *Being a Good Citizen* by Mary Small.

- Revisit the **Want to Know** section of the KWL chart and review what **questions** have been covered.
- Ask students to share what they **learned** about being a good citizen giving specific evidence from the text.
  - Emphasize the main idea of the text and supporting details.
  - Record answers in the **Learned** section of the KWL chart.

6. Re-read or listen to the book again.

7. Bring the lesson to a close by reviewing the Teaching Task chart using the Responsive Review of Task Keywords. (See Teacher Resources)

Standards:

**SS.1.C.2.1** : Explain the rights and responsibilities students have in the school community.

## 1B. Citizens Have Responsibility

**SS.1.C.2.2** : Describe the characteristics of responsible citizenship in the school community.

**SS.1.C.2.3** : Identify ways students can participate in the betterment of their school and community.

**LAFS.1.W.3.8** : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.1.SL.1.1.B** : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**LAFS.1.SL.1.2** : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Additional Attachments:

 [Responsive Review of Task Keywords.pdf](#)

 [ESOL Strategies.pdf](#)

 [KWL directions.pdf](#)

 [Being a Good Citizen by Mary Small – Video Option](#)

 [Being a Good Citizen by Mary Small – Print Book Option](#)

 [1B Essential Vocabulary.pdf](#)

20 mins

### ACTIVE READING:

Ability to read explicitly and identify the central point and main supporting elements of a text.

### 5. CHARACTER CHART AND NOTES PAGE

Create a class Character Chart and complete an individual Notes Page for the book *Being a Good Citizen*.

Students meet expectations if they:

- participate actively in creating a class Character Chart for the book *Being a Good Citizen*
- complete the Notes Page for *Being a Good Citizen*, listing characters, what they did, and how what they did helped the school or community.

1. Introduction: What will you have to do and know to show that you know what it means to be a responsible citizen? Today will we review the teaching task and start collecting evidence.

2. Read the Teaching Task from the class chart in unison. Remind students they started working on the Task when they read/listened to the book *Being a Good Citizen* by Mary Small. (Teaching Task text and book information are available in the Teacher Resources.)

3. Facilitate brief student reflections of the book *Being a Good Citizen*.

- What was the book about?
- Who was a character in the book? Do you remember what they did to show they were a good citizen?

4. Use the vocabulary chart to compare and contrast the words *citizen* and *citizenship*. Discuss the difference in the meaning.

- A citizen is a person.
- Citizenship is an action.

Use the words in sentences to compare meaning.

- Sentence examples based on the text *Being a Good Citizen* by Mary Small:
  - Stacy is a good citizen because she picks up the trash from the ground and throws it away even though it is not hers.
  - Stacy shows good citizenship when she...not hers.

(ESOL Strategies are provided in Teacher Resources)

5. Create a Character Chart to demonstrate the meaning of citizen and citizenship. Make all or most of the Chart ahead of time. (Character Chart Template is in the Teacher Resources.)

**Character Chart Example:**

## 1B. Citizens Have Responsibility

- Character Name box: Write Stacy. Say, "Stacy is a person. Stacy is a good citizen."
- What They Did box: Write picked up the trash from the ground and threw it away even though it was not hers. Say, "Picking up trash is an action. Stacy showed good citizenship when she picked up the trash."
- How it Helped the School or Community box: Write it cleaned up the community. Say, "Stacy is a responsible citizen who helps keep the community clean."

6. Review the word *responsible* (essential vocabulary) and its meaning. Explain that when someone shows good citizenship they are being responsible. Repeat the statement about Stacy, "Stacy is a responsible citizen who helps keep the community clean."

7. Remind students that in a few days they will be writing at least one paragraph to answer the question, "What does it mean to be a responsible citizen? In their writing, they will have to name a character and explain what the character did to show good citizenship. Encourage them to listen carefully to the story again so that they can remember other characters like Stacy who are responsible citizens.

8. Re-read or listen to the text *Being a Good Citizen* by Mary Small.

9. Tell students they will create their own character chart to help them remember details from the books they will read or listen to. Pass out the Notes Pages packet and have the student's write their name on the cover sheet.

(Notes Pages should be printed and stapled ahead of time using the materials in Student Resources.)

10. Have students use Notes Page 1 to write about good citizens from the book *Being a Good Citizen* by Mary Small. Remind them that their notes page has the same boxes as the Character Chart the class made.

- Circulate around the room and offer help as needed.
- Note: There is room on the chart for 2 characters, but if students can only remember 1, that is fine. Students may need help remembering character names.

### Standards:

**SS.1.C.2.1** : Explain the rights and responsibilities students have in the school community.

**SS.1.C.2.2** : Describe the characteristics of responsible citizenship in the school community.

**SS.1.C.2.3** : Identify ways students can participate in the betterment of their school and community.

**LAFS.1.W.3.8** : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**LAFS.1.SL.1.1.B** : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**LAFS.1.SL.1.2** : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## 1B. Citizens Have Responsibility

Additional Attachments:

 **1B Teaching Task.pdf**

 **Being a Good Citizen by Mary Small – Video Option**

 **ESOL Strategies.pdf**

 **Being a Good Citizen by Mary Small – Print Book Option**

 **Character Chart Template.pdf**

 **Notes Pages.pdf**

20 mins

### **ENHANCING COMPREHENSION:**

Ability to enhance comprehension by reflecting on text and engaging in text-based discussion.

### **6. TEXT-BASED DISCUSSION AND NOTES PAGE**

Reflect on reading to discuss and complete Notes Page for non-fiction text, *Jacob Crespo - A Community Hero*.

Students meet expectations if they:

- actively participate in the discussion of Jacob's story
- complete the Notes Page for *Jacob Crespo - A Community Hero*, listing the character, what he did, and how what he did helped the school or community.

1. Introduction: What is a hero? Today we will read about a young boy who is a hero in his community. What do you think he did to show he was a good citizen who cared about his community?

- Have students make predictions about what they think Jacob did to show he was a good citizen who cared about his community.
- To spark predictions, display and review the Essential Vocabulary from *Jacob Crespo: A Community Hero*. Do these vocabulary words provide any clues? (See Teacher Resources)

2. Give students a copy of *Jacob Crespo: A Community Hero* non-fiction text. (Available in Teachers Resources)

3. Use as Read-Aloud/Think-Aloud strategy to increase comprehension, chunking information into small sections. (Teacher Modeling of Thinking available in Teacher Resources)

- Strategy Examples:
- As you read, stop to think aloud with questions, possible answers, and connections.
- Periodically stop and ask students to make comments or ask questions.
  - What did Jacob do for his birthday to show he cared about his community?
  - I wonder why he did this.
  - Do you know someone who shows kindness to animals?
  - In what other ways did Jacob show he cared for his community?

Option: As students share responses to the questions, text code (highlight, circle, underline, etc.) using a projected copy of the text.

4. Re-read the text to make sure students are able to identify all of the examples of the ways in which Jacob cared for his community.

5. Students choose one thing Jacob did to make his community better and record it on Notes Page 2. (See Student Resources)

6. Close the lesson by reviewing the Teaching Task chart. Help students recognize what they did today that will help them be successful in completing the Task.

## 1B. Citizens Have Responsibility

Standards:

**SS.1.C.2.3** : Identify ways students can participate in the betterment of their school and community.

**SS.1.C.2.4** : Show respect and kindness to people and animals.

**LAFS.1.RI.1.1** : Ask and answer questions about key details in a text.

**LAFS.1.RI.3.7** : Use the illustrations and details in a text to describe its key ideas.

**LAFS.1.W.3.8** : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Additional Attachments:

 **Notes Pages.pdf**

 **1B Essential Vocabulary.pdf**

 **Jacob Cresbo, A Community Hero - Non-fiction Text.pdf**

 **Teacher Modeling of Thinking.pdf**

 **1B Teaching Task.pdf**

20 mins

### ENHANCING COMPREHENSION:

Ability to enhance comprehension by reflecting on text and engaging in text-based discussion.

### 7. ILLUSTRATION WITH CAPTION AND THREE-STEP INTERVIEW

Draw a picture and write a caption to explain actions that will make the school or community better. Participate in a Three-Step Interview Collaborative Structure to share the work.

Students meet expectations if they

- draw a picture showing how they can participate in the betterment of their school or community
- write at least a one-sentence caption for the illustration
- participate successfully in a Three-Step Interview

1. Introduction: We have learned a lot about what it looks like to be a good citizen. Today you are going to think about ways you can show that you are a responsible citizen.

- Briefly review examples of good citizenship from the texts students have read:
  - *Being a Good Citizen by Mary Small*
  - *Jacob Cresbo – A Community Hero*

2. Ask students to reflect on how being a good citizen would look in their classroom and in the school. Lead a whole class discussion:

- "We have learned a lot about what it looks like to be a good citizen. How does it look to be a good citizen in our classroom? How about in our whole school?"
- "What are your responsibilities as a good citizen in our classroom and in our school community?" (no littering, no fighting, come to school on time, etc.)

3. Ask students to draw a picture that illustrates one way they can participate in the betterment of their school or community. What can they do to make something better? Students will write a caption for their illustration (at least one sentence).

- Post the vocabulary chart from Mini-Task #3 and review list so students can access and use the words in their sentence(s). (Essential Vocabulary available in Teacher Resources.)

4. Students will share their picture and caption through participation in a Three-Step Interview. (Directions available in Teachers Resources)

#### Three-Step Interview Collaborative Structure

- Students are seated in teams of 4 – two pairs (sets of partners)
- Establish who will be Partner A and who will be Partner B in each pair

#### Procedure – Round 1:

## 1B. Citizens Have Responsibility

				<ul style="list-style-type: none"> <li>● In pairs: Partner A ask questions while Partner B answers. (30 seconds) <ul style="list-style-type: none"> <li>○ What are you doing in your picture to be a good citizen?</li> <li>○ Are you making things better for school or for community?</li> </ul> </li> <li>● In team: Partner A's take turns telling the team of 4 what they just learned from Partner B (30 seconds total) <ul style="list-style-type: none"> <li>○ Example: Sarah's picture shows good citizenship when she plants flowers in her yard. It makes her community better. David's picture shows good citizenship when he picks up trash in the hallways. It makes his school better.</li> </ul> </li> <li>● In pairs: Partner B ask questions while Partner A answers. (30 seconds) <ul style="list-style-type: none"> <li>○ What are you doing in your picture to be a good citizen?</li> <li>○ Are you making things better for school or for community?</li> </ul> </li> <li>● In team: Partner B's take turns telling the team of 4 what they just learned from Partner A (30 seconds total) <ul style="list-style-type: none"> <li>○ Example: Isaiah's picture shows good citizenship when he follows the rules at school. It makes his school better. Lakesha's picture shows good citizenship when she invites a new girl to play with her at the neighborhood playground. It makes her community better.</li> </ul> </li> </ul> <p>For additional rounds, mix the students to form new teams of 4. Listening and speaking skills improve with the repeated practice.</p> <p>5. Close the lesson by reviewing the Teaching Task chart created in Mini-Lesson #2. (Teaching Task is found in Teacher Resources.)</p>
<p>Standards:</p> <p><b>SS.1.C.2.3</b> : Identify ways students can participate in the betterment of their school and community.</p> <p><b>LAFS.1.SL.1.1.A.</b> : Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>LAFS.1.SL.2.5.</b> : Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>LAFS.1.SL.2.4.</b> : Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>📄 <b>1B Teaching Task.pdf</b></li> <li>📄 <b>Jacob Cresbo, A Community Hero - Non-fiction Text.pdf</b></li> <li>🔗 <b>Being a Good Citizen by Mary Small – Print Book Option</b></li> <li>🔗 <b>Being a Good Citizen by Mary Small – Video Option</b></li> <li>📄 <b>1B Essential Vocabulary.pdf</b></li> <li>📄 <b>Three-Step Interview Collaborative Structure.pdf</b></li> </ul>				
20 mins	<p><b>GATHERING EVIDENCE:</b> Ability to</p>	<p><b>8. NOTES PAGE</b> Complete Notes Page 3</p>	Students meet expectations if they:	1. Review Teaching Task chart from Mini-Lesson #2. Emphasize that today students will learn more about

## 1B. Citizens Have Responsibility

gather evidence from text to support an explanation or description.

using evidence from *The Kindness Quilt* by Nancy Elizabeth Wallace

- actively listen to the story
- complete the Notes Page for *The Kindness Quilt*

good citizenship and meet some new characters in a book.

2. Lead a class discussion on the ways in which the characters in the texts we have shared so far have demonstrated good citizenship. Have students refer to their Notes Pages for support. (Notes Pages available in Teacher Resources.)

3. Tell students that the next story talks about how we can show that we care for others, and that is part of being good citizens.

- Share the title of the book (show book if available) and ask students to identify which word from the Essential Vocabulary chart is used in the title. (Essential Vocabulary found in Teacher Resources)

4. Ask students to listen for new characters and what they do to show responsible citizenship. Read *The Kindness Quilt* by Nancy Wallace. (Text options available in Teacher Resources.)

5. Ask, "How did the students in *The Kindness Quilt* by Nancy Wallace show good citizenship?" Call on a few students to share in a review of character names and what they did to show responsible citizenship.

6. Students fill out Notes Page 3 for *The Kindness Quilt*. (Notes Pages are in the Student Resources)

7. In small groups of 3 or 4, have students brainstorm and make a list of all of the ways they can show they are responsible citizens by being kind to people and animals in our school and community.

**Extension:** Games of Charades - Have students role-play showing respect and kindness to people and animals. Classmates can guess what they are doing. Then have them draw and label a picture of respect and kindness.

Standards:

**LAFS.1.SL.1.1.B.** : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**LAFS.1.SL.1.2.** : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.W.3.8.** : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SS.1.C.2.4.** : Show respect and kindness to people and animals.

**SS.1.C.2.2** : Describe the characteristics of responsible citizenship in the school community.

Additional Attachments:

 [Notes Pages.pdf](#)

 [1B Essential Vocabulary.pdf](#)

 [1B Teaching Task.pdf](#)

 [The Kindness Quilt by Nancy Elizabeth Wallace – Print Book Option](#)

 [The Kindness Quilt by Nancy Elizabeth Wallace – Video Option](#)

# 1B. Citizens Have Responsibility

Transition to Writing				
20 mins	<p><b>SELECTING A FOCUS:</b> Ability to select a focus for the writing</p>	<p><b>9. SELECTED ELEMENTS OF A WRITING FOCUS</b></p> <p>Select and discuss a character and text-based evidence from readings to explain your writing focus.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>circle the name of the character, book title, and author's name that they have chosen to write about on their Notes Page</li> <li>present their character and text-based evidence in a Three-Step Interview to explain their focus for writing</li> </ul>	<p>1. Introduction: Today you will review your Notes Pages and choose a character from one of the texts we read for your writing about a responsible citizen.</p> <ul style="list-style-type: none"> <li>Review the Teaching Task chart with the students.</li> <li>Point out that their Notes Pages are the evidence from each of the texts they read. They have the information needed to successfully complete the task. (Teaching Task and Notes Pages are available in Teacher Resources.)</li> </ul> <p>2. Have students examine their Notes Pages and decide which character they will write about.</p> <ul style="list-style-type: none"> <li>Students should circle the name of the character they have chosen in their Notes.</li> <li>Students should circle the title of the book and the author's name in their Notes.</li> </ul> <p>3. Review the information they will need to know about their writing focus to answer questions in an interview.</p> <p><b>Interview Questions</b></p> <ul style="list-style-type: none"> <li>What character did you choose?</li> <li>What book is the character from?</li> <li>Who is the author?</li> <li>What did the character do to show responsible citizenship?</li> <li>Did the character's actions help school or community?</li> </ul> <p>4. Using their Note Page with the selected character as a guide, students will share their writing focus through participation in a Three-Step Interview. (Directions available in Teachers Resources)</p> <p><b>Three-Step Interview Collaborative Structure</b></p> <ul style="list-style-type: none"> <li>Students are seated in teams of 4 – two pairs (sets of partners)</li> <li>Establish who will be Partner A and who we be Partner B in each pair</li> </ul> <p><b>Procedure – Round 1:</b></p> <ul style="list-style-type: none"> <li>In pairs: Partner A ask questions while Partner B answers. (30 - 45 seconds)</li> <li>In team: Partner A's take turns telling the team of 4 what they just learned from Partner B (30 seconds total)</li> <li>In pairs: Partner B ask questions while Partner A answers. (30-45 seconds)</li> <li>In team: Partner B's take turns telling the team of 4 what they just learned from Partner A (30 seconds total)</li> </ul> <p>For additional rounds, mix the students to form new teams of 4. Additional practice will provide clarity for writing.</p> <p>5. Close the lesson by reading the Teaching Task chart created in Mini-Lesson #2. Help students</p>

## 1B. Citizens Have Responsibility

			connect today's lesson with the Task. (Teaching Task is found in Teacher Resources.)
Standards:			
<p><b>LAFS.1.SL.1.1.A.</b> : Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>LAFS.1.SL.2.4.</b> : Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SS.1.C.2.2</b> : Describe the characteristics of responsible citizenship in the school community.</p>			
Additional Attachments:			
<p> <b>Three-Step Interview Collaborative Structure.pdf</b></p> <p> <b>Notes Pages.pdf</b></p> <p> <b>1B Teaching Task.pdf</b></p>			

### Writing Process

30 mins	<p><b>DEVELOPMENT OF WRITTEN RESPONSE:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>10. EXPLANATORY WRITING DRAFT</b></p> <p>Write a first draft of at least one paragraph to explain how a character from one of the texts showed the characteristics of responsible citizenship in school or the community.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>complete first draft writing consisting of at least one paragraph</li> </ul>	<ol style="list-style-type: none"> <li>Review the Teaching Task with students (See Teacher Resources). Stop often to help students remember a few details about what they did to prepare for success. <ul style="list-style-type: none"> <li>Optional: Use the Responsive Review of Key Task Words to guide reflection on Teaching Task. (see Teacher Resources).</li> </ul> </li> <li>Set the stage for writing. (You may wish to review the Writing Process Primary Grades Resources found in the Teacher Resources.)</li> </ol> <p>Sample Teacher Talk</p> <ul style="list-style-type: none"> <li>We learned about responsible citizenship in three texts: (<i>All text options are available in Teacher Resources</i>) <ul style="list-style-type: none"> <li><i>Being a Good Citizen</i> by Mary Small</li> <li><i>Jacob Cresbo - A community Hero</i> - author unknown</li> <li><i>The Kindness Quilt</i> by Nancy Elizabeth Wallace</li> </ul> </li> <li>After reading or listening to each of these texts, we talked and drew pictures and shared things we learned about making our school or community better.</li> <li>You also made notes about each text on a Notes Page. These notes are your evidence from the text.</li> </ul> <ol style="list-style-type: none"> <li>Have students get out their Notes Pages and turn to the page with the information they will use to focus their writing. (Notes Pages are attached in Student Resources.)</li> <li>Differentiate the writing assignment based on individual need by allowing students to use the Paragraph Template as a scaffold, if needed. (Template available in Student Resources)</li> <li>Have students write their first draft to explain how a character from one of the texts showed the characteristics of responsible citizenship in school or</li> </ol>
---------	--	---	--	--

## 1B. Citizens Have Responsibility

			the community.	
15 mins	<p><b>PEER EDITING:</b> Ability to provide and implement peer feedback for the purpose of clarifying a piece to make it more effective.</p>	<p><b>11. PEER EDITING CHECKLIST</b> Use the Peer Editing Checklist to help your partner check their writing and make improvements if needed.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>complete the Peer Editing Checklist with a partner</li> </ul>	<p>1. Introduction: To be a good citizen in our class, we have a responsibility to help one another do our best. Helping someone check their work and giving them ideas to make their work better is called peer editing. Today you will work with a partner and use an editing checklist to help improve your writing. (Writing Process Primary Grades Resources available in Teacher Resources.)</p> <p>2. Distribute Peer Editing Checklist. Students write their name on the first line for Author. Review the editing checklist with students by reading each feedback element (1-5) and explain how to decide whether to mark Yes or Not Yet.</p> <ul style="list-style-type: none"> <li>Optional: Use a sample draft (projected for easy class viewing) to model the use of the editing checklist. Students can decide with a partner if elements should be marked "yes" or "not-yet." Group or individual response cards that students can hold up to display their answer may increase student engagement.</li> </ul> <p>3. Model the directions for Collaborative or Independent peer editing. Teacher partners with a student in front of the class to model the procedures and expectations for peer editing. Remind students that feedback helps the Author make his or her writing the best it can be.</p> <p><b>Collaborative Peer Editing Directions:</b></p> <ul style="list-style-type: none"> <li>Partners are assigned. They exchange Editing Checklists and write their name on the second line</li> </ul>

## 1B. Citizens Have Responsibility

				<p>for Partner. The Partner (not the Author) keeps the checklist until peer editing is finished. Only the Partner will mark the Editing Checklist when it is time.</p> <ul style="list-style-type: none"> <li>● Decide which paper to edit first.</li> <li>● The Author places their writing so the partner can read along silently while the author reads the paragraph aloud.</li> <li>● The partner places the Editing Checklist so both students can see it and reads the first feedback element. Students discuss and decide together whether to mark Yes or Not Yet. The Partner marks the box.</li> <li>● The partner continues to read each of the five feedback elements, followed by discussion, and partner marking Yes or Not Yet.</li> <li>● When the checklist is completed, the Partner gives it to the Author.</li> <li>● The Author thanks the Partner for being a good citizen and helping them learn.</li> <li>● The roles reverse (Partner becomes Author and Author becomes Partner) and the process is repeated.</li> </ul> <p><b>Independent Peer Editing Directions:</b></p> <ul style="list-style-type: none"> <li>● Partners are assigned. They exchange Editing Checklists and write their name on the second line for Partner.</li> <li>● Partners exchange their paragraphs and read the Author's work.</li> <li>● Partners use the Editors Checklist to thoughtfully review the Authors' writing and mark each feedback element as Yes or Not Yet.</li> <li>● Once feedback (the checklist) is completed, have partners sit together and take turns discussing the feedback with one another.</li> <li>● The Author thanks the Partner for being a good citizen and helping them learn.</li> </ul> <p>Note: Regardless of the editing option selected above (Collaborative or Independent), the teacher may have to read the Editing Checklist aloud to students and have them mark the feedback choice after you read each element of the checklist. (ESOL Strategies available in Teacher Resources.)</p>
<p>Standards:</p> <p><b>LAFS.1.SL.1.1.</b> : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.1.SL.1.1.B.</b> : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>				
<p>Additional Attachments:</p> <p> <a href="#">ESOL Strategies.pdf</a></p> <p> <a href="#">Primary Grades Writing Resources.docx</a></p> <p> <a href="#">Peer Editing Checklist.pdf</a></p>				
20 mins	<b>FINAL DRAFT:</b> Ability	<b>12. FINAL</b>	Students meet	1. Authors should review the Peer Editing Checklist

## 1B. Citizens Have Responsibility

<p>to submit final piece that meets expectations.</p>	<p><b>EXPLANATORY WRITING</b> Revise your writing to show your best work.</p>	<p>expectations if they:</p> <ul style="list-style-type: none"><li>• make appropriate corrections to their writing</li><li>• create a final writing product that responds to the task and meets the expectations of the LDC rubric for first grade</li></ul>	<p>(Available in Teacher Resources) to see if there is any element marked Not Yet. Remind students that Not Yet means they can improve their writing. Students can use the feedback they received from their partner to make corrections or additions to their paragraphs.</p> <ol style="list-style-type: none"><li>2. Provide materials for students who wish to re-write for the final copy. (Paragraph Template available in Student Resources.)</li><li>3. Give students time to complete their final writing product.</li><li>4. Students share their writing with peers using an inside/outside circle strategy.</li></ol> <p><b>Inside/Outside Circle Strategy Directions:</b></p> <ul style="list-style-type: none"><li>• Students number off.</li><li>• Students with odd numbers form a circle facing outwards.</li><li>• Students with even numbers stand in front of an odd numbered student. They should be facing each other.</li><li>• These partners take turns reading their writing aloud.</li><li>• Have the inside circle (the odd numbered students) stand in place while the outside circle (even numbered students) move three places to the left to form a new partnership.</li><li>• Repeat the process of sharing.</li></ul>
<p>Standards:</p> <p><b>LAFS.1.W.1.2.</b> : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>LAFS.1.W.2.5.</b> : With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>LAFS.1.W.3.8.</b> : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>			
<p>Additional Attachments:</p> <ul style="list-style-type: none"><li> <a href="#">Paragraph Template.pdf</a></li><li> <a href="#">Editing Checklist.pdf</a></li></ul>			

## Instructional Resources

### Student Handout

-  [We Are Family chain links.pdf](#)
-  [Notes Pages.pdf](#)
-  [Optional Paragraph Template.docx](#)
-  [Peer Editing Checklist.pdf](#)
-  [Vocabulary Matching Game.docx](#)

***Teacher Resource***

- 📄 **1B Teaching Task.pdf**
- 📄 **Responsive Review of Task Keywords.pdf**
- 📄 **1B Essential Vocabulary.pdf**
- 📄 **ESOL Strategies.pdf**
- 📄 **KWL directions.pdf**
- 📄 **Character Chart Template.pdf**
- 📄 **Teacher Modeling of Thinking.pdf**
- 📄 **Three-Step Interview Collaborative Structure.pdf**
- 📄 **Writing Process Primary Grades Resources.pdf**
- 📄 **Timed-Pair-Share Collaborative Structure.pdf**
- 📄 **Stages of Second Language Development and ESOL Strategies.pdf**
- 📄 **Standards Matrix for All Modules.pdf**
- 📄 **Descriptive Matrix of All Modules.pdf**

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Emerging***

 **1B Student Samples - Low.pdf**

#### ***Approaches Expectations***

 **1B Student Samples - Medium.pdf**

#### ***Meets Expectations***

 **1B About the Writing Samples.docx**

 **1B Student Samples - High.pdf**

#### ***Teacher Reflection***

Not provided

## All Attachments

- 🔗 **Being a Good Citizen by Mary Small – Print Book Option :**  
<https://s.Idc.org/u/ehbxo7sefjsqeokktkeca6omn>
- 🔗 **Being a Good Citizen by Mary Small – Video Option :**  
<https://s.Idc.org/u/7v94udlmbof02d32a8m7k6jzp>
- 📄 **Jacob Cresbo, A Community Hero - Non-fiction Text.pdf :**  
<https://s.Idc.org/u/2kila111upl3my07ppnp21c>
- 🔗 **The Kindness Quilt by Nancy Elizabeth Wallace – Print Book Option :**  
<https://s.Idc.org/u/c87k3iuedhwjg3ntxqm2e2y0>
- 🔗 **The Kindness Quilt by Nancy Elizabeth Wallace – Video Option :**  
<https://s.Idc.org/u/98czf317tvdczvnqet009c98h>
- 📄 **1B Student Samples - Low.pdf :** <https://s.Idc.org/u/57dfk3wb5nlztndba6n2o7v64>
- 📄 **1B Student Samples - Medium.pdf :** <https://s.Idc.org/u/bb0sivzz9jsld77wxu0h0p5bi>
- 📄 **1B About the Writing Samples.docx :** <https://s.Idc.org/u/6nwtaxb496x76jy67guu1v053>
- 📄 **1B Student Samples - High.pdf :** <https://s.Idc.org/u/9l5r9wyfbmm38r5vs70obstje>
- 📄 **We Are Family chain links.pdf :** <https://s.Idc.org/u/7x0nypg5qvgwzeq4mxj9c9s0j>
- 📄 **Notes Pages.pdf :** <https://s.Idc.org/u/awmcwxzn6zdzk8jdpdfyfp6f3>
- 📄 **Optional Paragraph Template.docx :** <https://s.Idc.org/u/f0hdnzq5nnnmeynej90cdyxix>
- 📄 **Peer Editing Checklist.pdf :** <https://s.Idc.org/u/ci9qwd667zfeliv56yzwblwlj>
- 📄 **Vocabulary Matching Game.docx :** <https://s.Idc.org/u/5zdxy3gu3uhothlmpg7iusuux>
- 📄 **1B Teaching Task.pdf :** <https://s.Idc.org/u/e2es3thjlpfoeyylj6h48500g>
- 📄 **Responsive Review of Task Keywords.pdf :** <https://s.Idc.org/u/eo0ki01c4lkdc5qr2zeq21g7u>
- 📄 **1B Essential Vocabulary.pdf :** <https://s.Idc.org/u/1jaq3w2spkg432do1qzd4bfrl>
- 📄 **ESOL Strategies.pdf :** <https://s.Idc.org/u/7gxgmb5if2gyv7jwi5a26sqm>
- 📄 **KWL directions.pdf :** <https://s.Idc.org/u/59zkzbnhjz4hshqxoem1ycp75>
- 📄 **Character Chart Template.pdf :** <https://s.Idc.org/u/e8gvdox8kmbqtuaad298fcjlb>
- 📄 **Teacher Modeling of Thinking.pdf :** <https://s.Idc.org/u/6u34q4o8m0khqi1wpqawvio0g>
- 📄 **Three-Step Interview Collaborative Structure.pdf :** <https://s.Idc.org/u/cm2s8m9rarirm4l1742o6kx7>
- 📄 **Writing Process Primary Grades Resources.pdf :** <https://s.Idc.org/u/e6lybp01whqi91hdz2grrpgj6>
- 📄 **Timed-Pair-Share Collaborative Structure.pdf :** <https://s.Idc.org/u/dcr9e7tp80so41juwzn0fe0jf>
- 📄 **Stages of Second Language Development and ESOL Strategies.pdf :**  
<https://s.Idc.org/u/ck4aki1rblpgo7ywhiex54fr8>
- 📄 **Standards Matrix for All Modules.pdf :** <https://s.Idc.org/u/b7vox973869x1iclfmgghnlk5v>
- 📄 **Descriptive Matrix of All Modules.pdf :** <https://s.Idc.org/u/9xd0cz0az6xppu2wy52o6aoqa>