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Grade K ccss LIT



Kindergarten

The Private Eye® aligned with Common Core State Standards
for English Language Arts
& Literacy in History/Social Studies, Science, and Technical Subjects



The Private Eye® and the Common Core — Correlations for Kindergarten

Correlations Key

Center column: Correlations to *The Private Eye* process and program explained.

Right column: Lesson examples from ***The Private Eye — (5X) Looking / Thinking by Analogy: A Guide to Developing the Interdisciplinary Mind***; Kerry Ruef (The Private Eye Project, 1992, 1998, 2003).

NOTE: In these pages, “TPE core process and lessons” is shorthand for the following sections in *The Private Eye* guide: *Part II: Process and Tools*, (especially pp. 16-17, 22-30); *Part III: The Interdisciplinary Mind Close-up*, (especially pp. 38-52, 51-59); and *Part V: Curriculum Tour*, (especially pp. 84-91).

Introduction

- *The Private Eye* is an acclaimed, hands-on process and program that builds attention to detail and analogical thought. It accelerates creativity, critical thinking, and literacy across subjects. It also accelerates scientific literacy. “Thinking by analogy” — or metaphoric thinking — is considered by neuroscientists to be the core of cognition. It’s the engine that, revved up, accelerates and refines learning. With The Private Eye approach, you efficiently rev up this engine and watch students excel.
- You begin with simple questions, everyday objects, and a jeweler’s loupe (also called an eye loupe—a magnification tool) to meet individual and anchor standards as you develop the habits of mind and skills of writer and reader. In the process, with no extra effort, you’ll concurrently develop the habits of mind of artist, scientist, mathematician and social scientist. Students journey into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing. They observe, investigate, write, read, speak, listen, draw, theorize and conduct research projects. *The Private Eye* inquiry process almost instantly levels the playing field. With simple tools, so called “regular” students think, act, write, and interpret as “gifted” kids. The process leads into extended lessons, skill instruction, and project-based learning. Students discover that learning is thrilling, that their minds are powerful and easily tapped, and that school is a place where creative and scholarly work are one.
- In Language Arts, a 5X jeweler’s loupe is a porthole of wonder — to stimulate close observation and metaphoric thought. Everyday objects become stunning new worlds. In tandem with The Private Eye Questions, the loupe smashes cliché thinking and sets the questions orbiting in the mind long after the loupe is put away.
- The Private Eye boosts students in: language and vocabulary acquisition; generating opinions supported with evidence; creating and interpreting figurative language; reading and analyzing text; writing across content areas (e.g., students create detailed informational pieces, and narratives that are highly descriptive); and more. Students make connections and inferences with ease.



A Final Note: The Private Eye is a powerful tool for developing figurative language. But “figurative language” is not *just* “figurative language” — to be saved for a few standards. Metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison. Given that metaphors and similes are compressed analogies, and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

Language Standards	<i>The Private Eye — (5X) Looking / Thinking by Analogy</i>	
Grade level expectations	Details (applications & connections)	Examples
Conventions of Standard English		
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Overview: Students apply conventions of standard English grammar and usage as they engage in the highly motivating TPE core process and lessons to produce oral and written work in group and individualized sessions.	- TPE core process & lessons (Part II, III) - Part V. Writing and Language Arts Tour: multiple lessons - Part V. Science Tour: multiple lessons - Part V. Math Tour: multiple lessons
L.1a. Print many upper- and lowercase letters.	Helpful Details: As per TPE core process and steps, students investigate everyday objects, natural and manmade, as source material for speaking and writing. Students dictate their answers in words, phrases, and sentences in a brain-storming group session, and/or in individualized sessions. The “secretary” (teacher/mentor) prints students’ answers using upper and lowercase letters, depending on the lesson focus. Non-writers and beginning writers trace, and/or copy their answers onto writing paper — imitating the use of upper and lower case letters that they are copying.	Your Hand p.84 Adopt a Tree p. 144 Seed Pods Pop p. 145 Flower Power p. 146 A Yard of Yard p. 148
L.1b. Use frequently occurring nouns and verbs.	Helpful Details: As per TPE core process, students investigate everyday objects as source material. They express their answers in words, phrases, and sentences in group brain-storming and individualized sessions. The name of each hands-on source object provides a noun — along with the naturally occurring nouns and verbs students’ vocabulary that arise when answering TPE questions and elaborating on their answers. Student vocabulary is further stretched by hearing the nouns and verbs other students use in the class to answer TPE questions. The teacher may add additional nouns and verbs to complement the hands-on inquiries, provide definitions and ask for further descriptions in a shared language session or in individualized instruction.	Your Hand p.84 Close, Closer, Closest p.104 Expand the Bones p.104 A Journal of 72 Objects p.107 A Winding of Worms p.149 A Plot of Grass p.148 Backyard Safari p.151 Geology – Crystals, Minerals, Rocks p.162

L.1c. Form regular plural nouns orally by adding /s/or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	The teacher models how to form plural nouns and helps students include them in their TPE answers and elaborations.	
L.1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Helpful Details: Building on the student answers to the first core TPE Question, the teacher now asks “who, what, where, when, why, how” questions. If the student says the lines on a leaf remind him of a river, the teacher asks questions that provoke specific details, eg., “What kind of river? Is it wide or narrow? Is it fast or slow? Have you been to a river? Where?” And the teacher can model the writing down of such answers, saying: Let’s write that down!” The teacher models research reading: “Let’s look that up!” In group activities or in partners, students ask each other the same “who, what, where, why, how” questions causing each other to elaborate on “what else something reminded another student of.” The teacher can now begin to add TPE 2 nd Core Question, as well: “Why did it remind you of that?”	Your Hand p.84 The Private Eye 2 nd Question: “The Intelligent Private Eye, Critique Analogies, Examine Analogies” pp. 38-41 Geology – Crystals, Minerals, Rocks p. 162
L.1e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	The teacher models using prepositions and helps students include them in their TPE answers and elaborations, especially by asking “where, when, how, etc” questions.	
L.1f. Produce and expand complete sentences in shared language activities.	Helpful Details: As per TPE core process, students state their answers in words, phrases, and sentences in a group brain-storming session, then in individual work. The teacher orally models how to turn an answer expressed as a single word or phrase (“cracked sidewalk”) into a complete sentence, E.g., “Your skin reminds you of a cracked sidewalk.” The teacher models many ways of answering TPE initial questions in complete sentences and asks students to follow the example she’s set. Tell us what else something reminds you of in a complete sentence. Sample student answer investigating a leaf: “The leaf looks like it has many roads.” To expand the student’s language, the teacher builds on initial student answers to TPE Questions, saying “Tell me More” or by asking “who, what, where, when, why, how” questions. If a student says the lines on a leaf remind him of a river, the teacher asks detail eliciting questions, eg.,: “What kind of river, I wonder? Is it wide or narrow? Is it fast or slow? Have you been to a river? Where?” “Let’s write that down”	Analogy Options p.111 What’s in a Name? p.143 Wild and Woolly p.150 Backyard Safari p.151 Caterpillar Thriller p.151 Cricket Jar p. 151 Animal Coverings p. 160 Geology – Crystals, Minerals, Rocks p. 162 Writing and Grammar Assignment p.212

<p>CSE. K2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Overview: As per TPE core process, students dictate their answers in words, phrases, and sentences. The teacher mirrors student answers to TPE Questions in the form of a complete sentence. The “secretary” embeds and prints students’ answers in complete sentences on a white board/ transparency/or sheet of writing paper, capitalizing the first word in a sentence, using correct spelling, and capitalizing the pronoun I. E.g., “The shell reminds me of mountains.” “I think the shell feels like glass.” The teacher discusses the purpose of the capitals, periods, etc., for communicating meaning to a reader.</p> <p>Non-writers and writers trace, and/or copy on writing paper their punctuated sentence answers to TPE Questions. Teacher (or older mentor student) models where to add capital letters, periods, commas, corrected spelling, and other grammar conventions of the grade level, progressing from simple to complex, depending on where each student is at.</p>	<p>- TPE core process & lessons (Part II, III)</p> <ul style="list-style-type: none"> - Part V. Writing and Language Arts Tour: multiple lessons - Part V. Science Tour: multiple lessons - Part V. Math Tour: multiple lessons <p>The 36 Week Plan p. 102 Flower Power p.114 Wild and Woolly p.150 Backyard Safari p.151 Caterpillar Thriller p.151 Cricket Jar p.151</p>
<p>CSE. K.2a. Capitalize the first word in a sentence and the pronoun I.</p>	<p>Helpful Details: The teacher models how to turn an answer expressed as a single word or phrase (“cracked sidewalk”) into a complete sentence, saying something like: “I’ll write down your thought! She writes the student sentences on a whiteboard/transparency. E.g., “My skin reminds me of a cracked sidewalk.” or “My skin is like a quilt.”.</p> <p>Students dictate their answers to TPE core questions in complete sentences. The “secretary” capitalizes the first word in a sentence and the pronoun I. The students copy their dictation.</p> <p>E.g., “The shell reminds me of mountains.” “I think the shell feels like glass.”</p>	<p>Before and After p.101 The 36 Week Plan p.102 Wild and Woolly p.150 Backyard Safari p.151</p>
<p>CSE. K.2b. Recognize and name end punctuation</p>	<p>Helpful Details: The teacher discusses the purpose of the capitals, periods, etc., for communicating meaning to a reader.</p> <p>Using the core TPE process, The “secretary” prints students’ answers to TPE core questions adding various kinds of end punctuation: period, exclamation, question mark.</p> <p>Teacher (or older mentor student) models where to add capital letters, periods, commas, corrected spelling, and other grammar</p>	<p>Before and After p.101 The 36 Week Plan p.102 Wild and Woolly p.150 Backyard Safari p.151</p>

	<p>conventions of the grade level, progressing from simple to complex, depending on where each student is at.</p> <p>Non-writers and writers trace, and/or copy on writing paper their punctuated sentence answers to TPE Questions and name the “end punctuation”.</p>	
CSE. K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Helpful Details: Teacher blends this into the core TPE process.	- TPE core process & lessons (Part II, III, V)
CSE. K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Helpful Details: Students write their answers to the Private Eye Questions phonetically in words, phrases, sentences.	- TPE core process & lessons (Part II, III, V)
Knowledge of Language		
KL.3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
V.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .		
V.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).		

V.4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.		
V.5. With guidance and support from adults, explore word relationships and nuances in word meanings.		
V.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
V.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
V.5c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).		
V.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.		
V.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		