

Grade 1 ccss LIT



Grade 1

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 Grade 1

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 begins with a jeweler’s loupe to magnify and alter the perception of everyday objects paired with four simple but profound questions. The Private Eye accelerates creativity, critical thinking, and literacy across subjects. At the same time, it accelerates scientific and mathematical 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 you efficiently rev up this engine and watch students love learning as they excel.
- First graders begin with everyday objects (shells, leaves, bugs, strawberries), The Private Eye’s simple questions, and a jeweler’s loupe (also called an eye loupe—a magnification tool) to develop the habits of mind and skills of writer and reader, speaker and listener — and meet individual and anchor standards of the Common Core. With no extra effort, they concurrently develop the mind of artist, scientist, mathematician and social scientist. Students journey again and again into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing as 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, students think, act, write, and interpret above previous levels. 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.

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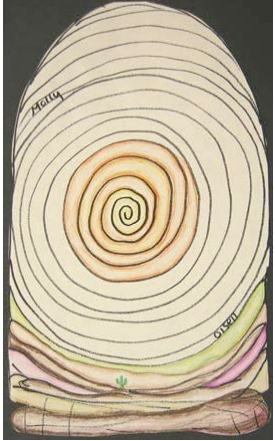
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<p>Reading Standards for Literature, Grade 1 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Reading & Literature</p> 	<p>Reading and writing, speaking and listening, weave together in Private Eye lessons. Students ask/answer The Private Eye questions as they loupe-explore objects that link to literary texts. After loupe-analogy studying an object, students are motivated to <i>read</i> or <i>listen</i> to learn more. Teachers link loupe-object-explorations to literary themes, e.g., a story set in “a forest” (using pinecones, branches, lichens, moss) —which students then discuss, loupe-draw, and write about. Students begin by creating a group Private Eye “list” then advance to individual lists to generate writing—from single words to sentences, from lines for poetry to ideas for storytelling. Students read aloud their writing to peers—then link to literature and texts. With repetition, students transfer the attention to detail, sensitivity to language, and inference-making process developed during TPE writing and discussion into an understanding of literature and non-fiction texts.</p>	
<p>(RL) Key Ideas and Details</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> 	<p>RL. 1.1 and RL.1.2 As prelude to a text, or after the first sharing of a text, students investigate objects connected to the text in some way (e.g.s., objects part of the “setting” or action, or an object a character cherishes). Students loupe-analogy explore one or more such objects in oral group work or individual written work-time, asking/answering the 1st Private Eye Question: “<i>What else does else it remind me of? What else? What else?</i>” This helps students connect to and focus on key details of setting, characters, and major events of a text. After the usual Who? What? Where? Why? questions, go on to ask TPE Questions focused for literature to help students understand a text’s central message, lesson, or moral: “What else does the story remind me of — in my life? in other stories or fables or myths?” “Who else do the characters remind me of? in my life? my school? my family? my neighborhood? And “Why?” What in the text made you think that? Now add the final TPE Questions.</p> <p>Note: “Key details in text” include both figurative and literal language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes to provide rich detail, explain individual points, serve as analogous examples, and also to reveal and reinforce the central message, lesson, or moral.</p> <p>“What else an event or issue in a text reminds them of” helps students propose candidates for the main message of a text. Moving through the four TPE Questions helps students find the best choice for why a writer has written a given piece, citing, to bolster an opinion, evidence in the text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>Part V. Writing and Language Arts Tour: pp 110-121</p> <p>“Spider Lore”, pp. 116-117 (adapt for Grade 2)</p> <p>“Poetry’s Hardware”, p. 110 (Read aloud Langston’s Hughes poem, “Mother to Son” discuss central lesson based on details in text.)</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105 (students analyze each other’s texts for <i>who, what, where, when, why, how</i> and key details answering these questions — details embedded in both figurative and nonfigurative language.)</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>Link readings from diverse cultures to a TPE loupe-study of objects from those cultures. E.g.s.: “Cultural Roots in the Land”, p. 199, “A Loupe in the Soup”, p. 201, and “Symmetry in Cultures”, p. 201</p> <p>“Mythology and Superheroes: Part 2”, p. 109</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p>

(RL) Key Ideas and Details (con't)	The Private Eye Correlation	Lesson Examples
<p>RL.1.3 Describe characters, setting, and major events in a story using key details.</p> 	<p>Again, as prelude to a text, or after the first sharing of a text, students investigate objects connected in some way to that text (e.g., objects from the “setting”, an object a character cherishes, or an object involved in the major events). They loupe-analogy explore one or more such objects in oral group work or individual written work-time. This can be a short investigation or longer, but it helps students assimilate the new story, connect it to their own experience, and focus on key details of setting, characters, and major events of a text. It then motivates involvement in describing the setting, characters, major events using key details.</p> <p>Remember: Authors use both figurative and literal language to describe characters, settings, and events. The figurative language (typically metaphor or simile) is not merely colorful; the author uses figurative language as a form of compression and richness in describing the setting or characters or events. This is the mental process students are practicing with The Private Eye!</p> <p>Metaphors/similes/analogy also reveal a character’s feelings, motivations, and actions. (E.g.s., <i>As the teacher glared at her, Mary felt two inches high.</i> or: <i>Marcus was so angry he felt like a volcano about to blow.</i> or: <i>Lila cradled the lost puppy in her arms like a baby.</i>)</p> <p>When asked to describe characters, setting, and major events, students can: 1) cite the author’s own language; 2) use their own language.</p> <p>TPE gives students practice and ease using both literal and nonliteral (figurative) language; they bring this experience to reading and understanding an author’s descriptions of characters and expressing their own thoughts about text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>Part V. Writing and Language Arts Tour: pp. 110-121</p> <p>“Analogy Acrobats”, pp. 118-119 —To Set a Scene —To Present Characters —To Conceive Plot</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Big Analogy Book”, p. 118</p> <p>“Writers and readers: two sides of the same coin” p. 118</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> 

(RL) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>1.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>   <p><i>“The shell was as bumpy as an army of warts”</i></p> <p><i>The shell had rows and rows of eyes.”</i></p>	<p>“Private Eye” time helps students recognize and identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Using The Private Eye process in sessions before or linked to a specific piece of literature (see previous standards) puts students in the mind frame authors use to appeal to the senses and suggest feelings in stories: authors use attention to sensory detail, often embedded in comparisons (similes/ metaphors). As students practice building their own attention to detail using The Private Eye, paired with making their own connections in literal and nonliteral (figurative) language, they generalize and spot how authors do the same — e.g., <i>the night feels as dark as the inside of a closet</i>, or <i>the animal’s tongue was sandpapery</i> — sensory details that make up the world of a story or poem.</p> <p>Metaphors/similes (the compressed forms of analogy) also reveal a character’s feelings. (E.g.s., <i>As the teacher glared at her, Mary felt two inches high</i>. Or: <i>Marcus was so angry he felt like a volcano about to blow</i>. Or: <i>Lila cradled the lost puppy in her arms like a baby</i>.)</p> <p>Again, Private Eye work creates an immediate bridge for students to identifying words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Analogy Anatomy”, p. 42 (gives background on why metaphors and similes are actually compressed analogies.)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of that?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Analogy Options” p. 111</p> <p>“The Great Analogy Hunt” p. 111</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>

(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p>1.RL.6. Identify who is telling the story at various points in a text.</p> 	<p>Here students build awareness of who is telling a story at various points in a text — a budding awareness of Point of View (POV). POV in CCSS includes two meanings:</p> <p>a) narration: 1st person “I”, 2nd person “you”, or 3rd person omniscient narrator “he, she, it, they...”</p> <p>b) perspective: beliefs, values, experiences that shape how one views the world.</p> <p>With TPE, there’s rich opportunity to explore the difference between one’s own point of view and someone else’s. Students use TPE process to generate their own “loupe-analogy list” about an object. What <i>my</i> fingerprint reminds me of comes from <i>my</i> own life experience. What <i>your</i> fingerprint reminds you of comes from your life experience. Discussion of WHY something reminded someone of something else helps students understand how different life experience creates different associations and differing points of view. The second TPE Question helps students explore the logic behind the comparisons and thus appreciate differing points of view.</p> <p>Experiments: Students use TPE to loupe-analogy study a leaf, a snail, a flower, and sidewalk. They make a group list for each. To help them understand who’s telling a story (POV): one student is the snail, another, the leaf, another, the flower, etc. Each object/critter takes a turn speaking, e.g., the snail: “I live in a shell and glide at night among the leaves, munching. It’s my pizza.” vs. the leaf: “I was a smooth green flag yesterday but now I’m a flag full of holes because of a darn snail! That snail is real trouble.” Sidewalk: “I feel decorated by the glittery trails left by snails. They sparkle in the sun.”</p> <p>Or imagine a snail describing its day at the “tiny animals schools” vs. a cricket. The snail hates to be rushed. The cricket is always fidgeting and singing. etc.. Consider reading aloud some of <i>A Joyful Noise</i> (each insect “talks” about a typical day from its own POV).</p> <p>This first-hand experience imagining differing points of view and discussion of the effect of each point of view improves student ability to appreciate the role and impact of different storytellers (points of view) in any text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of that?” pp. 38-39</p> <p>“The 36 Week Plan — Point of View”, p. 102</p> <p>“Memoirs / Autobiography Snapshots”, p. 114</p> <p>“Memoirs of a Grasshopper: Point of View” p. 107</p> <p>“Spider Lore”, p. 117</p> <p>“Planet Urchin”, p. 107</p> <p>“Slugs, Snails, and Puppy Dog’s Tails”, pp. 157-159 (easy to adapt for 2nd grade!)</p> <ul style="list-style-type: none"> —Compare and Contrast Helix (snail) / Us —Compare and Contrast Helix (snail) / Slug —Writing from Helix’s Perspective <p>“The Incredible Shrinking You”, p. 182</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“What Am I?” (write a What Am I? Poem from 1st person and 3rd) p. 24</p> 

(RL) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or event.</p>  	<p>The Private Eye process develops strong visual thinking alongside verbal thinking — which advances student comfort and understanding of how illustrations bolster or expand a story. This visual-verbal foundation helps students connect a text’s illustrations to describing a story’s characters, setting or event.</p> <p>Often this age group loupe-draws an object first, then loupe-writes. (E.g., Even first graders love to do a fingerprint drawing / painting based on their own loupe-examined fingerprint and then create an individual Private Eye writing about their fingerprint. The association of one’s own loupe-drawn illustration and loupe-analogy writing etches into the brain the kind of pairings that appear in text and how to look for and describe connections.</p> <p>The goal is to build a habit of close observation, thinking by analogy, and making inferences and theorizing.</p> <p>This TPE analogy-making groundwork helps students understand that illustrations and visuals can have either literal or analogical/metaphoric connections — sometimes both — and this gives students a method for identifying and discussing connections between the text and visuals that accompany stories and poems. Students also learn from their own TPE drawings that more detailed information — or different kinds of information — may be conveyed in an illustration than in words.</p> <p>As students experience and discuss how their own detailed illustrations raise curiosity, add factual knowledge, boost mystery, or help grab a reader’s attention, they are prepared to give a more nuanced analysis of how visuals or multimedia enhance a reader’s experience of text, including characters, setting, or plot.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Drawing as Close Observation” pp. 26-27</p> <p>“Loupe Draw” p. 125 “Drawing Tips” p. 127</p> <p>“The Simple Touch” (fingerprints) pp. 136-137</p> <p>“Units Spinning off ‘Your Hand’” p.91</p> <p>“Art across-the-Curriculum” pp. 123-138</p> <p>“Critique ... As a final step in the loupe-draw-analogy process...” p. 135</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Children’s Book”, p. 135</p> <p>“Design from Nature” p 134</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>Various Multicultural Projects. pp. 202-204</p> <p>“Huxwhukw Mask”, p. 203</p> <p>“Maki-e”, p. 202</p> <p>“Totems and Talismans”, p. 203</p> 

(RL) Integration of Knowledge & Ideas (con't.)	The Private Eye Correlation	Lesson Examples
<p>RL.1.9 Compare and contrast the adventures or experiences of characters in stories.</p> 	<p>To “think by analogy” is to compare and contrast one thing or event with another, i.e., to look for similarities and dissimilarities between things, events, people, stories, behaviors, topics, etc. This is the thinking TPE develops. With practice at the simplest TPE level, students generalize the process.</p> <p>The teacher guides students into comparing and contrasting two or more versions of the same story (e.g., Cinderella stories) using the basic TPE Questions, focused for literature: “Who else does this character remind me of in the other version(s) of the story? “What else does this setting remind me of in the other version(s)? How are they similar? How are they different? How much do they overlap?)?” “Why did it remind me of that?” Or: What else does this plot remind me of in that plot?” And so on.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of that?” pp. 38-39</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero”, p. 109</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>“Spider Lore”, p. 117 (adapt for 2nd grade)</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive a Plot
(RL) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Link reading of prose or poetry that features an object, e.g., a peach, a ladybug or an ant — to a Private Eye up close and personal experience of the object. It will help motivate and deepen students efforts reading a given prose or poem piece.</p> <p>TPE process teaches any age learner how to generate rich attention to detail, poetic thinking, and poetic language using their personal experience, everyday objects, a loupe and the simple TPE Questions. Students quickly jump to creating their own short poems or prose. (See “Sandwich Poem” p. 105) Students can read their own or each other’s peer work. This lays an excellent foundation for comprehending stories and poetry written by professionals for this age level.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“The 36 Week Plan” / “Literature and Journalism” p.102</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Analogy Power” p. 111</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <p>“Superheroes, Mythology, Real Life” p. 108</p>

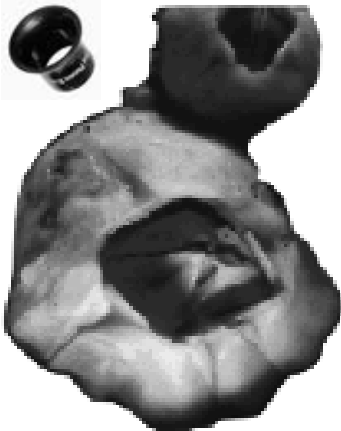

**Reading Standards
for Informational Text**
Grade 1
— a selection —


The Private Eye — (5X) Looking / Thinking by Analogy
A Guide to Developing the Interdisciplinary Mind



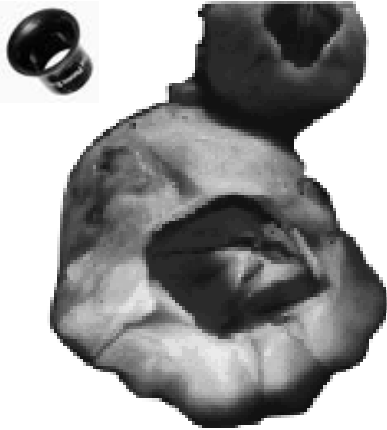
Reading for
Informational
Text




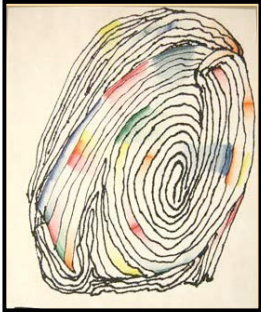

With TPE, students become detail-conscious, at ease with both literal *and* figurative language, and learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects. As students engage in loupe-exploring an object in detail for writing and drawing, they develop an itchy curiosity to learn more — to read *information* connected to their object. Private Eye lessons address multiple reading goals — integrated with writing and critical thinking skills.



(RI) Key Ideas and Details	The Private Eye Connection	Lesson Examples
<p>RI.1.1 Ask and answer questions about key details in a text.</p> 	<p>With TPE, students learn a simple strategy for investigating, asking and answering questions that works as well for understanding texts as for understanding objects.</p> <p>You can tell kids: Just as the loupe helps you find key details in an object, so you can look for key details in a text!</p> <p>As prelude or complement to working with text, teachers often give students a Private Eye exploration of objects featured in the text. This excites student involvement and comprehension of text and boosts asking and answering of questions about text (e.g., texts on trees and leaves, ladybugs, fruits and vegetables, or animal behavior, etc).</p> <p>In addition to the usual <i>Who? What? Where?</i> questions, students ask TPE Questions focused for reading to help them really make sense of a text by relating it to their own lives. They begin with: “What else does this [text/ subject/ information] remind me of —in my life? my school? my family? my neighborhood? in the news? in history? And “Why?” “What in the text made me think that?” Thus students can better understand the central message(s) of a text and the meaning of key details in a text.</p> <p>“Key details in text”: Authors use metaphors and similes alongside literal language to provide rich detail, explain individual points, serve as analogous examples, and to reveal and reinforce the author’s main idea. Students using TPE process become comfortable with these layered functions of language.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>Part V. Writing and Language Arts Tour: pp 110- 121 “Spider Lore”, pp. 116-117 (Adapt for 2nd grade)</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Your Hand” pp. 84-91</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want... “ p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p> 


(RI) Key Ideas and Details (con't.)	The Private Eye Connection	Lesson Examples
<p>RI.1.2 Identify the main topic and retell key details of a text.</p> 	<p>In informational text, authors use literal language alongside nonliteral (figurative) language — including metaphors and similes —to express and support main topics.</p> <p>The main topic of a text is what the text is about. E.g., “Cabbage”. The text might offer lots of facts and little stories on how wonderful cabbage is. Each paragraph tends to profile some of the <i>who, what, where, when, how and why</i> of the topic. The main idea or purpose of a text is more complex, e.g., “Cabbage is a superhero among vegetables” — but the topic is still “Cabbage”.</p> <p>This passage from <i>National Geographic Kids</i> (online) supports the entry’s main topic: Bottlenose Dolphin Communication. The focus of the paragraph (below) is: Bottlenose Dolphin Sounds. (Notice how the facts — details of communication — are expressed in figurative language, in metaphors and similes.)</p> <p>“Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower.”</p> <p>As students use The Private Eye, they practice generating their own main topics for informational pieces—which gives them confidence identifying the main topic in professional texts.</p> <p>From their loupe-analogy lists — their comparisons — students fluidly create the focus of oral reports or simple paragraphs in a text. They become comfortable using and understanding both literal and figurative language used to describe and explain topics. By “doing it themselves”, students are more apt to recognize main topics in the text of others.</p> <p>In addition to teacher-supplied texts, students can read each other’s TPE writings to help determine the main topic and the focus of specific paragraphs within the text. (See column to the right, “Memoirs...” for more detail.)</p>	<p>TPE core process (Part II, III, V)</p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Analogy Anatomy”, p. 42 (gives a quick look at why metaphors and similes are actually compressed analogies.)</p> <p>“Sandwich Poem” (or Prose) p. 105</p> <p>To help students recognize main topics when reading, have students write a “Sandwich Poem” or sandwich prose about a loupe-studied topic. Students can read each other’s TPE writings to help determine the main topic. There are endless topics for students to explore and read about: fingerprints, leaves, nuts, coins, bugs, broccoli, pine cones, etc.</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>Students can read each other’s TPE writings to help determine the main topic and the focus of specific paragraphs. When students write a short, multiparagraph “Memoir” stimulated by a loupe-studied object, they naturally generate ideas/ comparisons/ connections around which to build text. E.g., The main topic is, in this case, not the object prompting memories, but what the object reminds the student of: “Me” or “My Life” or “My Autobiography” or “My Past” or “My Summer Camping Trip” or “My Grandfather”.</p> <p>The focus of each paragraph is a mini-topic that supports the main topic. A piece on a grandfather might have paragraphs that focus on aspects or characteristics of the grandfather:</p> <ul style="list-style-type: none"> His beard His house His animals His stories Fun Times

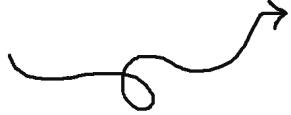


(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> 	<p>Conversations about text and ideas — and the words and phrases used — are typically animated because students find the overall TPE process so engaging. Clarifying the meanings of words and their usage is both challenging and enjoyable.</p> <p>Link informational texts (such as science and social studies readings) to TPE objects to explore. This close-up, first hand encounter really revs up understanding and “absorption” of words and phrases.</p> 	<p>TPE core process (Part II, III, V)</p> <p>“Preview the Process”, pp.16-17</p> <p>“Animal Coverings: The Fabulous Body Suit”, pp. 160-161 — Adapt and connect this unit to science or other informational text reading. Link also to “Your Hand” pp.84-91</p> <p>“Barnacles (and Other Strong Attachments)”, pp. 152-154 Use as a model for how to link TPE to academic and domain-specific words in text.</p> 


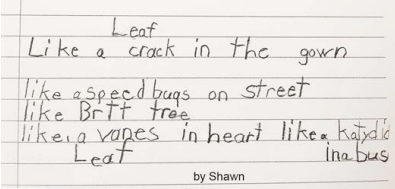


(RI) Craft and Structure	The Private Eye Correlation	Lesson Examples
<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p> <p>RI. 1.7 Use the illustrations and details in a text to describe its key ideas.</p> 	<p>The Private Eye process develops strong visual thinking alongside verbal thinking — which advances student comfort and understanding of the role of illustrations vs text and how the two can complement each other.</p> <p>Illustrations ideally communicate more than the words, they can bolster or expand information in text. But words — especially words in the form of metaphors and similes — can richly convey much beyond the illustration, not just feelings but hard facts compressed in a comparison.</p> <p>Consider the comparison in this passage about dolphin sounds from <i>National Geographic Kids</i> (online) which could not be captured in a picture or illustration.</p> <p>“Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band.”</p> <p>A student’s own loupe close-up drawing of an object — paired with their Private Eye simple writing about that object — helps sensitize them to the role of illustrations that accompany text. A teacher-led discussion of what we can learn (key ideas) from a given loupe-drawing compared to what we can learn from The Private Eye inspired written text (key ideas) helps students distinguish between the two forms of communication.</p> <p>This visual-verbal foundation helps students connect a professional illustrations to informational text.</p> <p>With teacher guidance, students link their own literary efforts to professional examples of literature — or use professional examples to inspire their Private Eye creations.</p> <p style="text-align: center;">*</p> <p>This age group often loupe-draws an object first, then loupe-writes. Observing an object, the student alternates: she will loupe-look, put pen to paper and loupe-draw, again loupe-look, loupe-draw. Even first graders love to loupe-draw a flower or strawberry or leaf — or whatever object they’ve collected or that the teacher brings in to link to a text. The association of one’s own loupe-drawn illustration and loupe-analogy writing etches into the brain the kind of pairings that appear in text and how to look for and describe connections and distinguish between the information provided by pictures vs. text.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“Loupe Draw” p. 125 “Drawing Tips” p. 127</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39 “Your Hand” pp. 84-91</p> <p>Student Poem, p. 89: Read aloud. Ask students: What is the purpose? (The topic is “his fingerprint” but what is the purpose ? 1) To describe his fingerprint or 2) Answer what else his fingerprint reminds him of.</p> <p>Student Group Poem (by 2nd graders), p. 86 Read aloud. Ask students: What is the main purpose? The purpose could be: 1) Description of a hand; or 2) Answering the question: “What else does a hand reminds me of?”) Apply questions to other poems, pp. 85-87.</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“Analogy Power”, p. 110</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>“Close, Closer, Closest”, p. 104</p> <p>“Analogy Anatomy”, p. 42</p> <p>“Analogy Acrobats”, pp. 118-119</p>




(RI) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>  	<p>To “think by analogy” is to look for similarities (overlapping characteristics) between one thing and another, i.e., similarities in content, structure, color, shape, feeling, mood, number, movement, behavior, etc. — and to mentally sort out, exclude, whatever doesn’t have enough overlap in characteristics.</p> <p>The Private Eye builds a habit of comparing and contrasting one thing with another (“What else does this remind me of? What else? What else?”) whether contemplating a loupe-study object or comparing two texts on the same topic. What in this text is like what’s described in that text?</p> <p>One way to support and ready students to identify similarities and differences between two texts on the same topic is to have students first look for underlying similarities in the texts (comparisons) they create using objects and loupe-explorations. The 2nd Private Eye Question pulls students into this analysis: “<i>Why did it remind me of that?</i>”</p> <p>Now they have to examine and explain underlying similarities (characteristics) shared between the important details of each object. E.g., John wrote: <i>My fingerprint looks like a maze.</i> You encourage him: <i>I wonder why it reminded you of a maze?</i> You help him to think about the characteristics of a maze that are also in his fingerprint, that seemed the same or almost the same. He says: <i>It’s similar to a maze because my fingerprint looks like lots of tiny paths and if you were really small and walking down there you could get lost.</i></p> <p>Have the class loupe-study the same basic object (e.g, their own fingerprints or leaves) and generate a group list of 15+ answers to “What else does this remind me of?” Now ask students to work together to put them into groups that seem alike. Are there similarities (characteristics) emphasized and shared between one person’s view of their fingerprint and another’s? Alex wrote: <i>My fingerprint looks like a braided rug.</i> Could that be in a group with John’s “maze”?</p> <p>All this readies and supports student’s efforts in identifying similarities (and differences) between two texts on the same topic.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Expand the Bones”, p.104</p> <p>“Totems and Talismans” p. 203</p> <p>“The Nature Essay”, p. 108 (+ weave in facts from 1-2 sources)</p> <p>“Adopt a Seed” or “Adopt a Tree”, 144 (+ weave in facts from 1-2 sources)</p> <p>“Barnacles and Other Strong Attachments” pp. 152-154</p> <p>“Dusty Miller and Cousins” p. 147</p>


(RI) Range of Reading / Level of Text Complexity	The Private Eye Correlation	Lesson Examples
<p>RL.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> 	<p>As part of your support for reading: Link the reading of informational text that features an object, e.g., a peach, a ladybug or an ant — to a Private Eye up close and personal experience of the object. It will help motivate and deepen students efforts reading a given prose or poem piece.</p> <p>The investigation of objects up close and personal with TPE process — both with and without a loupe — drives student interest in reading texts about that object to learn more .</p> <p>Students move fluidly into class discussions and into simple writings that incorporate descriptions and comparisons and into reading with comprehension.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i> — Introduction, pp. 79-99; “Writing and Language Arts Tour”, pp. 100-121; Art Tour, pp.122-138; Science Tour, pp. 139-171; Social Sciences and Multicultural Tour, pp.195-207</p>



<p>Reading Standards: Foundation Skills / Grade 1 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Foundation Skills  Helping students gather, elicit and discuss ideas is central to The Private Eye (TPE) process. Students record their ideas, reflections, observations, and inferences in their “bones-for-poems, stories, essays, memoirs” — then expand them into full pieces. The process enables teachers to naturally incorporate specific goals in phonics, grammar, and reading aloud.</p>		
<p>Phonics and Word Recognition</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Students apply grade-level phonics and word analysis skills to read poetry and prose they’ve written with The Private Eye process. They read their work aloud to the class. They also read aloud or silently a classmate’s work during sharing and peer commenting. And they read Private Eye student work posted in the classroom. Short or long, these student-created texts are authentic texts that students write and read (encode and decode). This gives students a critically important bridge to identifying with authors and to reading texts in books, magazines, etc.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>
<p>Fluency</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.a. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students enjoy reading aloud their Private Eye prose and poetry with accuracy and expression. They become familiar with the vocabulary of their own and their classmates’ writings. Sharing and discussions help students learn new vocabulary words and their meanings. Different ways of using the same words stimulate lively conversations about text and reinforce students’ understanding of the printed words and their usage in a variety of contexts.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>



<p>Writing Standards Grade 1 — a selection —</p>	<p>The Private Eye — (5X) Looking / Thinking by Analogy <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p style="color: #4a90e2; font-size: 2em;">Writing</p> 	<p>Writing of all types — opinion, informative/explanatory, and narrative (including poetry) — blooms with The Private Eye. Using TPE process, students generate detailed observations, comparative thinking, inferences and insights, in naturally structured sequences. They record their observations, ideas, opinions, knowledge, inferences — in both written work and drawings (non-linguistic representation). In a Private Eye exploration, everyday objects become topics for research, the basis for presenting an informed opinion, or inspiration for characters in a narrative. The Private Eye Questions and loupe process naturally lead students toward goals of the CCSS: to “...learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events”.*</p> <p style="text-align: right; font-size: 0.8em;">*from the CCSS p.18 College and Career Readiness anchor standards</p>	
<p>Text Types and Purposes</p>	<p>The Private Eye Correlation</p>	<p>Lesson Examples</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>  	<p>Merriam Webster Dictionary defines an opinion as: <i>a belief, judgment, or way of thinking about something; what someone thinks about a particular thing.</i></p> <p>First grade students find it natural to write an opinion piece using TPE. An everyday object (e.g., a flower, leaf, broccoli) becomes the topic. After writing a few comparisons about their topic answering “<i>What else does it remind me of?</i>” students are typically so surprised by all they find that an opinion emerges. For example: “<i>A leaf, up close, is an amazing world.</i>” Or “<i>You think broccoli is boring, but it isn’t!</i>” or “<i>My flower is like the sun because its petals are like rays.</i>” Indeed, louping an object with the 1st TPE Question generates an opinion!</p> <p>The title or first line might name the topic: My Strawberry.” Favorite lines from their “loupe-analogy list” provide the support for the opinion, whether the opinion comes first or at the end. The metaphors and similes on their lists typically capture characteristics; they convey literal, factual information, evidence. When a student writes, then chooses 2-5 observations /comparisons from a list describing and investigating one topic—a logical, organizational structure with natural closure results.</p> <p>More advanced: With the 2nd TPE Question, students add reasons for individual comparisons using linking words: “It reminds me of that because ... “ All this supports the topic. An overall judgment about the object shines through, but can also be explicitly stated as a conclusion.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Critique Analogies”, p. 40</p> <p>“The Nature Essay” p.108</p> <p>“Assignment Analogy Hunt” p.120”</p> <p>“A Lesson in Theorizing—Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Change Angle of View” p.104</p> <p>“Close, Closer, Closest” p.104</p> <p>“Another version” p.104</p> <p>“Expand “The Bones” p.104</p> <p>“The Fingerprint and the Group” p. 196</p> <p>“Hands: Career Counseling” p.197</p>

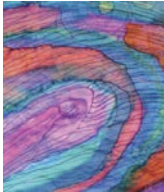


Text Types and Purposes (con't)	The Private Eye Correlation	Lesson Examples
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide a sense of closure.</p>   	<p>An everyday object (e.g., leaf, flower, rock, bug, strawberry) + the 5X loupe + the just the first two TPE Questions provide a built-in structure for writing an informative / explanatory piece. It takes any age student over the hump of staring at a blank sheet, wondering where to start.</p> <p>The efficiency of the loupe-analogy list: It provides the topic with concrete descriptive details and facts instantly. Most of the metaphors and similes listed will capture characteristics of the object, thus conveying literal, factual information. E.g., <i>A crane fly is as delicate as a Chinese vase</i>.</p> <p>A loupe-analogy list also typically generates one or more fresh ideas (tucked into comparisons / analogies / metaphors / similes) around which to focus a piece.</p> <p>One of the beauties of TPE is that with it, students naturally link ideas within and across categories using linking words (<i>and, also, etc.</i>) and express themselves in precise language. And they loupe-draw their objects, improving comprehension for both writer and reader. So they often write above grade level.</p> <p>Using the 2nd TPE Question, students give reasons for individual comparisons (“This leaf reminds me of a hand because it’s shaped like a leaf and has wiggly lines like veins.”) —which links ideas and supports the overall topic. Finally, students craft a concluding statement — with pizzazz!</p> <p>Whatever form the students’ writing might take, TPE lessons motivate students to explore word meaning, conduct research and think critically. It propels them into research reading to find facts to weave into their piece.</p> <p>For many reluctant writers, TPE drawing is the perfect invitation to jump into writing. The confidence students feel after creating careful and detailed drawings generates pride and enthusiasm for writing. The “no wrong answers” climate and the focus on concrete objects makes it possible for all students to take chances and to participate fully in writing, sharing and revision.</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Nature Essay” p. 109</p> <p>“Travel Writing (Diary of a Place)” p.109</p> <p>“Change Angle of View” p. 104</p> <p>“Close, Closer, Closest” p. 104</p> <p>“Another version” p. 104</p> <p>“Expand “the bones” p. 104</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“Animal Coverings: The Fabulous Body Suit” pp. 160-161</p> <p>“Analogy Acrobats — In Journalism”, p. 119</p> <p>“Titles / Headlines” p. 120</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Drawing, Illustrating, Art using TPE” pp. 17, 26</p> <p><i>Part V: Art Tour</i> pp. 122-138</p> 



Text Types and Purposes (con't.)	The Private Eye Correlation	Lesson Examples
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details describing what happened, use temporal words to signal event order, and provide a some sense of closure.</p>  	<p>Using TPE method for generating observations, descriptions, and ideas about an object, students create flexible material for writing narratives, real or imagined that springboard from the object. An everyday object (e.g., a fingerprint, a leaf, an apple cut to reveal the center caves and seeds) serves as springboard for a true story (e.g., memoir), inspires creation and development of fictional characters and plot, or becomes a whole planet on which a sci fi adventure unfolds (“Planet Urchin”, p. 106-107, TPE book).</p> <p>The Private Eye take students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The loupe smashes clichés about an object and reveals a surprising, hidden world. TPE Questions insure plenty of ideas for what to write about, uncover authentic feelings and thoughts, and provide rich, descriptive details, original action and plot sequences, intriguing landscapes, and freshly imagined characters — whether the narrator is crafting an imagined or real story.</p> <p>The “Planet Urchin” Lesson (pp. 106-107) is as fun for first graders as for older students. Do it as an oral group activity, first. Students draw on connections they have made in their oral group loupe-analogy list to develop possible narratives. They imagine landing on “planet hand” or “planet broccoli” and what would their day be like? How would they survive? Who would they find living there?</p> <p>For all your students, TPE process rouses excitement paired with precise language: concrete words and phrases (including images in the form of metaphors and similes) and sensory details that make their stories come alive. First grade students tend to naturally include some temporal words (once, then, now, at first) in stories to signal the order of events. Teachers can expand the options.</p> <p>Closure / Conclusion: When students write a “Sandwich poem” or “Sandwich prose” — they learn one technique for closure they can use with any narrative. The title and the last line are the same. Moreover, because the process is integrated with the writer’s feelings and experience, students typically craft a conclusion that flows naturally from this. A word of advice is still helpful: Create a conclusion with zing!</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Planet Urchin” pp. 106-107</p> <p>“Change of Scale Stories” p. 107</p> <p>“Sandwich Poem (or Prose)” p. 105</p> <p>“Superheroes, Mythology, Real Life” p. 108</p> <p>“Mythology and Superheroes, Part 2 and Part 3” p. 109</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“The Family Memoir” p. 102</p> <p>“Analogy Acrobats” pp. 118-119</p> <ul style="list-style-type: none"> — To Set a Scene — To Present Characters — To Conceive Plot <p>“Spider Lore”, pp. 116-117</p> <p>“The Night Circus”, p. 112</p> <p>“A Wrinkle in Time”, p. 112</p> <p>“The Big Analogy Book”, p. 118</p> 

Production and Distribution of Writing	The Private Eye Correlation	Lesson Examples
<p>W.1.5. 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>The loupe and Private Eye questions focus students on a topic — an object such as a bug, shell, twig, flower. Students produce an analogy list first, which gives them the “bones” or scaffolding for a poem or story or essay. They create a first draft of a poem or story or information piece using favorite lines about their topic: Which of the “bones” (for poems, stories, essays) to use? How to order them? Where to expand an explanation? First graders are still learning the mechanics of writing, but TPE questions keep them on task and focused and give them ideas to write down on a topic. Stamina improves with practice.</p> <p>Once they’ve created a written draft of two to five lines / sentences, students are ready to enter a simple version of revising and editing. They can read aloud their work to the class or small group. (Later in the year they can exchange papers to read.) The kind of questions to ask: “Is there anything you (the reader or listener) don’t understand? Anything you wish you could hear more about? Should I say less?” The listeners can offer questions and suggestions (in a simple form of peer editing) to help strengthen the writing as needed.</p> <p>Students now proceed to revise or rewrite another draft.</p>	<p>TPE core process (Part II, III, V)</p> <p>“Another version” p. 104</p> <p>“Expand “the bones” p. 104</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions On a 2nd/3rd Draft” p. 114</p> 
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>This standard is so easy to fulfill with Private Eye student work.</p> <p>Students love sharing their Private Eye work. Teachers love sharing it. Parents love seeing it. Why? They can all tell the work is really interesting and of a higher, more intellectually stimulating level than usual.</p> <p>So get out a digital camera and take photos of student written work paired with favorite loupe-drawings or painting to post on line or publish in a class book or as a gift card.</p> <p>The work students generate with The Private Eye is deeply linked to their own personal experience. It means so much to them that even shy students find themselves willing to type their final drafts and share or publish them and their artwork on web sites or in class-published “books” or school-wide displays.</p>	<p>TPE core process (Part II, III, V)</p> <p>“Publish it!” p.121</p> <p>“Exhibit it!” p. 121</p> <p>“The 36 Week Plan — A Gift”, p. 102</p> <p>“The 36 Week Plan — A Greeting Card Factory” , p. 102</p> <p>“The 36 Week Plan — A Handmade Book” , p. 102</p>

Research to Build and Present Knowledge	The Private Eye Correlation	Lesson Examples
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how to books” on a given topic and use them to write a sequence of instructions).</p> 	<p>Research and writing projects are built into TPE process. It’s easy to create shared projects. Students in pairs or small teams or even the whole class will tap into innate curiosity as they loupe-analogy explore an object of choice — or one the teacher provides that relates to a course of study. An everyday object + loupe + The Private Eye’s four questions lead directly into conducting research reading or projects, short or long, to build knowledge about an object / topic. Students can, for example, create a lively portrait of their object by combining favorite lines from their loupe list with information gained in reading about their object, whether that object is a barnacle or ladybug or a zinnia flower or coin or manmade material.</p> <p>With the first question of TPE process, students develop not only interest in an object (leaf, popcorn, broccoli, coin) but potential lines of research reading that arise from surprising connections. All four TPE Questions help students build knowledge about a topic and send them into research reading for more information. (Even first grade students use all four TPE Questions to conduct a simple investigation into which clues (from their loupe-lists) give insight into why a chosen object has the features it has. They develop a thesis or hypothesis about some feature of their object, and conduct more sophisticated, original research.)</p> <p>(The Dusty Miller Lesson in Theorizing, pp. 54-55, TPE book, is a model of a short research project — but one that can grow into extended research depending on time and student involvement.)</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“Preview the Process” pp. 16-17</p> <p>“A Lively Portrait” forthcoming in new edition of book.</p> <p>“Scientific Literacy”, p.51</p> <p>“The Research Habit”, p. 52</p> <p>“The Loupe + Analogy Bridge to theorizing: the central role of imagery in the arts and sciences”, p. 53</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“The Development of a Theory” (from simile and metaphor to theory) p. 56</p> <p>“Meet the Muse” p. 101</p> <p>“Geology — Crystals, Minerals, Rocks” p. 162</p> <p>“Sand” p. 162</p>
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> 	<p>The first Private Eye question stimulates a student to recall relevant information from experience when considering any topic. “It reminds me of...” The next three TPE questions boost a student into explaining more about her thinking and lead into theorizing and research — to gather relevant information on the topic.</p> <p>Students “bond” with their object/subject of study with that first TPE Question. With a burst of motivation, students care to read for more information, and find it easier to recall information to answer a question.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Preview the Process” pp. 16-17</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“The Secret of an Analogy”, p. 44</p> <p>“Power Analogies”, p. 45</p> <p>“The Research Habit”, p. 52</p>

<p style="text-align: center;">Speaking and Listening Standards Grade 1 — a selection —</p>	<p><i>The Private Eye — (5X) Looking / Thinking by Analogy</i> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Speaking & Listening</p> 	<p>The Private Eye process creates a culture of safety and respect that makes teaching speaking and listening skills a joy. Because there's "no wrong answer" and because each student is "a magnifier" for the rest – students quickly lose fear and share discoveries, observations and inferences. Students readily share their work and are highly motivated to enter into collaborative discussions — all the while building critical thinking skills.</p>	
<p style="text-align: center;">Comprehension & Collaboration</p>	<p style="text-align: center;">The Private Eye Correlation</p>	<p style="text-align: center;">Lesson Examples</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger group</p> <p>SL.1.1.a. a. 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>SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> 	<p>TPE questions / loupe / objects offer ready-made topics and prompts for collaborative discussion—spontaneous or planned, year round. It provides a clear scaffolding of questions students ask and answer, and a highly motivating structure for observing and expressing ideas clearly. The loupe + object + questions help students stay on topic and link to the comments of others. It helps students focus on a topic because everyone in a group can hold in their own hands the same kind of object for conversation — and the loupe bolsters continued close observation (e.g., a leaf from the same tree). Student answers reveal concentration and attention to the topic as they develop analogical thinking.</p> <p>In addition to the object/topic of the day, sharing, speaking, listening can focus on TPE work students previously created (writings, artwork, research, etc.) —insuring preparation.</p> <p>Teach use of the 2nd TPE Question to clear up confusion: students identify reasons and evidence for particular points (“<i>Why did it remind me/you of ___?</i>” “<i>It reminds me of ___ because....</i>” See TPE book pp. 38-39). Conversations quickly bloom into asking “Why something is the way it is and drawing inferences (theorizing) from comparisons.</p> <hr/> <p>TPE overlaps tightly with CCSS: “... ample opportunities [for students] to take part in a variety of rich, structured conversations...[to] contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.” Common Core College and Career Anchor Standards for Speaking and Listening, p.22</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“What Am I?” p. 24</p> <p>“Sandwich Poem” p. 105</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55</p> <p>(Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p>

Comprehension & Collaboration	The Private Eye Correlation	Lesson Examples
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p>  	<p>Again, this is all easy and natural once students have had even a few days using The Private Eye. When students are all investigating a similar object (e.g., their own hands) using TPE, they share the same question-loop to help order their thoughts, investigate more deeply, and clarify with fresh details. E.g., On the simplest level, after one student shares a list of what else something reminds her of, it's a form of elaboration for the next student to share what else it reminded him of not included in the first speaker's list.</p> <p>But the 2nd TPE Question (<i>"Why did it remind me/you of that?"</i>) provides an opportunity for deeper understanding ...a question for the listener to ask the speaker.</p> <p>In fact, young or old, we often aren't sure, immediately, why one thing has reminded us of another, and it takes time to think out. But the brain is a powerful, logical organizer. There's always some interesting reason why one thing reminds us of another, some underlying characteristic shared in the comparison. It becomes a stimulating collaborative quest to uncover perhaps even several reasons why one thing can be likened to another. Questions of one's experience arise (e.g., "It reminds you of terraces in Peru? Have you been to Peru?") And questions of why and how arise, building on the subject naturally. The last TPE questions provides scaffolding for posing possible "answers" to questions that arise in collaborative discussion.</p> <p>During TPE "Show and Tell" classmates listen to each other's reports about an object brought from home or collected — using TPE questions as a structural sequence for sharing observations, claims, ideas, points. Or classmates listen to more formal presentations of prepared TPE writings, artwork + any outside research by the speaker.</p> <p>Regardless, both speaker and listener share familiarity with using TPE Questions as their presentation structural guide. This foundation helps to improve the quality of the listener's comprehension and contributions. (Within TPE structure, there's ample room for additional questions to arise.)</p>	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>"Preview the Process" pp. 16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of that?" pp. 38-39</p> <p>"The Fingerprint & Oral Histories" p. 198</p> <p>"Memoir / Autobiography Snapshots" p. 115</p> <p>"Travel Writing (Diary of a Place)" p. 108</p> <p>"A Lesson in Theorizing — Today's Puzzler: Dusty Miller", pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p> 

Presentation of Knowledge and Ideas	The Private Eye Correlation	Lesson Examples
<p>SL.1.4. Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.</p> 	<p>Every TPE lesson invites students to report on a topic of investigation or share an experience or story.</p> <p>TPE’s four inquiry questions provide an organized, built-in, logical structure for generating a report, telling a story or recounting an experience. They guide a student to develop a main idea or theme, supported by relevant descriptive details and appropriate facts. A topic and experience might be: “The Day I Realized Ants are Cool!” Remember: ideas, descriptive details, and facts all arise out of a student’s loupe-analogy list, expressed in figurative and non-figurative language. Embedded in those lively metaphors and similes are fresh ideas and connections, and <u>literal</u> characteristics and properties of an object, i.e., facts — expressed with the virtues of compression and precision.</p> <p>Whether sharing their analogy lists, poetry or creative writing, or reporting on topics under investigation, students are animated and enthusiastic. Students develop an appreciation for other ways of thinking or approaching a subject. Widely divergent ideas are allowed to surface in this climate of mutual respect.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process: pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place) ” p. 108</p> <p>“The Fingerprint & Oral Histories” p. 198</p> <p>“Adopt a Tree”, p. 144</p> <p>“Seed Pods Pop”, p. 145</p> <p>“Flower Power!”, p. 146</p> <p>Origami Leaves”, p. 146</p> <p>“Plant Defense”, p. 147</p> <p>“George Washington Carver’s Garden ...”, p. 148</p>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	 <p>First grade students love to loupe-draw. They pair loupe-drawings and writings about the same object. They are justly proud of their work. The loupe-drawings capture some characteristics and aspects of the object, and the written observations and comparisons capture others. Together the work clarifies ideas, thoughts and feelings.</p>	<p>“A Cup of Soil”, p. 148</p> <p>“A Winding of Worms”, p. 149</p> <p>“Wild and Woolly — Insects”, p. 150</p> <p>“Barnacles and Other Strong Attachments”, pp. 152-154</p> <p>“Slugs, Snails and Puppy Dog’s Tails”, pp. 157-159</p> <p>“Animal Coverings - The Fabulous Body Suit”, pp.160-161</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”</p>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>Teachers can adapt classroom TPE discussions and reports to a variety of purposes, in which complete and incomplete sentences each have a role. E.g., on a simple level, on some days the teacher can direct students to answer TPE Questions in complete sentences. “<i>It reminds me of _____.</i>” Or “<i>It reminds me of because _____.</i>” For contrast and clarity, the teacher can have one set of students answer TPE Questions in complete sentences, another set of students answer in incomplete sentences.</p>	<p>“Science Tour”, pp 139-171 (Full of topics!)</p> <p>“Social Sciences Tour”, pp. 195-207 (Full of topics!)</p> <p>“Art Tour”, pp. 122-138 for Loupe-Drawing How-to, Visual Displays & Art Projects linked to writing, speaking and listening activities in TPE</p>

Language Standards


Grade 1
— a selection —


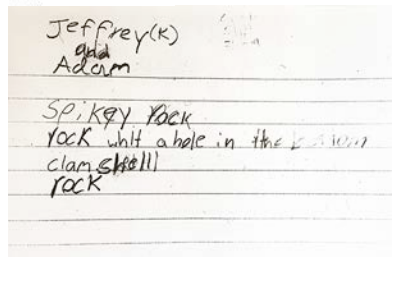
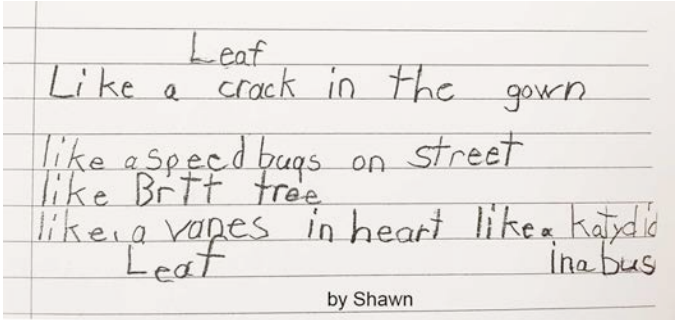

The Private Eye — (5X) Looking / Thinking by Analogy


A Guide to Developing the Interdisciplinary Mind


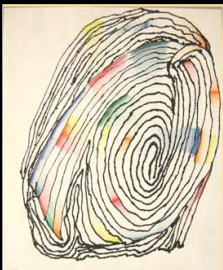



The Private Eye activities provide a powerful **teachable moment for grammar and usage**. With TPE, students *care* about what they've noticed, expressed and written. Their expressions contain fresh ideas and precise, colorful, figurative language. Their work is charged with personal meaning. Given this investment, students are especially open to **discussions about usage, language conventions, spelling, punctuation, sentence structure** and other basics of language. The quality of output begs for publication which students readily embrace with polished drafts.

Conventions of Standard English	The Private Eye Correlation	Lesson Examples
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a. Print all upper and lower case letters.</p> <p>L.1.1b, Use common, proper, and possessive nouns</p> <p>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything.</i>)</p> <p>e. Use verbs to convey a sense of past, present and future.</p>	<p>L.1.1a. Interest in language increases with TPE. In response to TPE Questions while loupe-studying an object (or even without a loupe), students answer using nouns, pronouns, verbs, adjectives naturally and eagerly. E.g., “<i>The lines on the leaf look like roads.</i>” “<i>The bumps on the shell look like little pink volcanoes. The in-between holes remind me of tiny windows.</i>”</p> <p>It’s a perfect opportunity to have a direct lesson on printing upper and lower case letters, whether students are filling in a blank on a template or, later in the year, copying or writing out sentences.</p> <p>L.1b, c, d, e. After students generate a loupe-analogy list, there are ample opportunities to experiment with nouns (common, proper and possessive) and verbs. E.g., Verb Tense: Today we’ll share or write our work in two ways: first using singular nouns and verbs, then changing all the verbs to plural. Then we’ll discuss the difference.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p>

Conventions of Standard English (con't)	The Private Eye Correlation	Lesson Examples
<p>L.1. — L1.2. Demonstrate command of the conventions of</p> <p>—standard grammar and usage when writing or speaking</p> <p>— standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.a Capitalize the names of people.</p> <p>L.1.2.c. Use commas in dates and to separate single words in a series.</p> <p>L.1.2. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>  	<p>L.1.— L1.2. Most of the conventions (a—j) and (a—e) can be practiced during the course of a Private Eye year. A few are listed below:</p> <p>L.1.2.a With TPE, students create “loupe-lists”, then turn them into lines or sentences for a poem, story, report, etc. One’s own name is the first place to practice capitalization. When students go on to create a sandwich poem or writing — they create a title — which calls for correct capitalization.</p> <p>L.1.2.c. When a student answers the 1st TPE Question (“<i>What else does it remind me of? Look like? Move like? Feel like? etc.</i>”) he/she creates a list, and when they link or embed favorite comparisons on the list into sentences, it’s an opportunity to teach and practice the need for commas to separate nouns: “<i>The daisy looks like the sun, a swirly skirt, lots of arms, and an umbrella.</i>” Or “<i>The popcorn reminds me of a cloud, a white mushroom, and a pillow.</i>”</p> <p>L.1.2. e, TPE writing is an opportunity for students to practice spelling phonetically — since motivation is high for communicating the amazing worlds seen under a loupe.</p> 	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Writing and Language Arts — with the Analogy Loupe” pp. 100-121</p> <p>“Sandwich Poem / Prose” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120 (Did the title give a clue to the author’s theme or main idea in the piece?)</p> <p>“Analogy [Phrasing] Options” p. 111</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions: On a 2nd/3rd Draft” p. 114</p> 

Vocabulary Acquisition and Use	The Private Eye Correlation	Lesson Examples
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Exploring the meanings of words in a range of contexts is at the heart of The Private Eye. The process of thinking by analogy unlocks vocabulary and phrasing. In the comparisons that TPE Questions generate, students surprise themselves with words and phrasings they may have heard or read but never before actively <u>used</u>. Or other students in class may use unfamiliar words in comparisons. In the culture of openness that TPE generates, students are motivated to find out word meanings as well as to use and learn other new words. They like trying out their new words and seeing how they work in different contexts. It's not the words alone, it's the thinking behind the words/phrases that stimulates students!</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Students are motivated to expand vocabulary and consult glossaries and beginning dictionaries to improve word choice and precision.</p> 	<p>TPE core process (Part II, III, V) <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“The Loupe Questions”, p. 25</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Analogy Anatomy” pp. 42-43</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p>

Vocabulary Acquisition and Use (con't)	The Private Eye Correlation	Lesson Examples
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.a. Sort words into categories (e.g., colors) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> 	<p>Using TPE, students create literal and nonliteral language with ease as they answer the 1st question in TPE process: <i>“What else does this remind me of? What else does it look like? Or move like? or Feel like? What else? What else? What else?”</i> Answers typically take the form of metaphors and similes. (No need to teach the terms.) In their answers students demonstrate a high level of understanding of word relationships and nuances.</p> <p>With TPE, classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in figurative language — which is metaphoric, analogical thinking.</p> <p>After a few weeks of open-ended answering of the 1st Private Eye Question, the teacher can suggest answering, for an experiment, in categories: What else does this remind you of that has a similar color? {<i>“The red apple reminds me of the color of a fire truck.”</i>} or: “What else does this remind us of in movement? (<i>My fingerprint is like a whirling dance.</i>)”</p> <p>Prompted by the 2nd TPE Question, <i>“Why did it remind me of that?”</i>, students explore and explain the meaning of the nonliteral (figurative) language; they discuss the connection or similarity expressed in the comparison... (the underlying literal characteristics shared by the two sides of their comparisons). E.g., “He has a nose <i>like a beak</i>.” = “a nose as pointed or sharp or long as a bird’s beak”. Discussion helps students understand that tucked inside the nonliteral, figurative language is literal truth/fact — it’s just said in a livelier, usually compact way using a concrete image. Discussion also reveals that phrases can be compressed: “He has a <i>beak-like</i> nose.” Repeating TPE process, students gain fluency and ease in making their own figurative language — and this deep familiarity improves their ability to distinguish literal from nonliteral meanings, and interpret nonliteral (figurative) language in texts.</p>	<p>TPE core process (Part II, III, V) Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</p> <p>(Note: Similes and metaphors are compressed analogies.)</p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“The Loupe Questions”, p. 25</p> <p>“Analogy Anatomy” pp. 42-33</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p> <p>“Analogy [Phrasing] Options — Similes, Metaphors” p. 111</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p>  
<p>A FINAL NOTE: The Private Eye is a powerful tool for developing nonliteral, figurative language. But “figurative language” is not <i>just</i> “figurative language” — to be saved for a few standards. As noted in many of these Correlations, 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.</p> <p>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 first grade students.</p>		

