

BEFORE YOU TEACH

How to Use the Closed-Loop Routing Tables

A one-page “Score → Intervention Crosswalk” opens every unit of Book 2 · 3–5.

1 • Screen. Run the Grace Compass check-in. It scores three domains — A (Regulation & Well-Being), B (Self-Compassion & Growth), C (Social Competency & Repair).

2 • Route to the lowest domain. A student’s lowest-scoring domain is where support is needed most. Find that domain on the unit’s crosswalk; the rows beneath it are this unit’s targeted lessons, novel scenes, and anchor charts.

3 • Run the Teacher Move. The last column gives a one-line, low-prep way to deliver the row — usually a scaffold so students fill content, not structure.

4 • Mind the red flag. A red ★ (elevated) or ★★ (highest-sensitivity) badge means safety steps apply: counselor co-facilitation, posted crisis resources, and — for ★★ — pre/post consultation. Never route a flagged row without them.

Doing well? If all three domains score 75+, use the ♦ enrichment row — an integration capstone — instead of a support row.

Important: deliver lessons in order. The crosswalk tells you where a student’s need is met within the unit — it is not a license to reorder the curriculum. The same routing logic runs the Grace Compass digital screener, so print and screen always agree.

CLOSED-LOOP ROUTING

Score → Intervention Crosswalk

Unit 1 • Identity • Book 2 • 3–5

Run the Grace Compass check-in. The student's **lowest-scoring domain routes first**. Use the **Teacher Move** to run the row with minimal prep, and watch the **red safety flag** when routing. (All domains 75+ → ♦ enrichment row.)

Emotional Regulation & Well-Being

Self-Compassion & Growth

Social Competency & Repair

DOMAIN	LESSON / ACTIVITY	NOVEL SCENE	ANCHOR CHART	TEACHER MOVE
B	U1-L1 Who Am I? (Identity Web)	Ch. 1 • Who Am I? The cohort reconvenes for fourth grade.	IDENTITY WEB	Pre-print the five branch labels so the student does not generate categories AND fill them simultaneously — two cog...
B	U1-L4 Inner Critic vs. Inner Coach	Ch. 4 • My Inner Critic vs. My Inner Coach Priya fills the Critic column in three minutes and stalls completely on the Coach colu...	INNER CRITIC vs. INNER COACH	Provide the Inner Coach scripts in advance — generating self-compassionate language on the fly is the wrong ask for...
B	U1-L5 Guilt vs. Shame	Ch. 6 • Guilt vs. Shame The cohort learns the distinction.	GUILT vs. SHAME	Pre-build the “GUILT vs. SHAME” skeleton on the board; students add their own content only.
B	U1-L6 I Am More Than My Worst Moment	Ch. 7 • I Am More Than My Worst Moment The class makes a list together — “I am the kid who broke the vase AND the kid who babysit...	I AM MORE THAN ____	Provide pre-generated identity statements the child can match-and-claim, with a word bank of accurate options

Domain A (regulation) is light here — it is carried by the recurring Regulation Toolkit; pair any row with the Right-Now tools.

★ counselor co-facilitation + posted crisis resources • ★★ pre/post counselor consultation • ♦ enrichment (all 75+). *Mirrors the Grace Compass digital screener.*

UNIT 1 • LESSON 1

Who Am I?

DURATION

35–40 min • Week 1

OBJECTIVE

Students identify at least three personal strengths or values and articulate why each student is uniquely worthwhile.

CASEL FOCUS

Self-Awareness: identifying personal strengths and self-perception

VOCABULARY

identity, strength, value, character

MATERIALS

Journals • Drawing supplies • WS1 Identity Web • Character strengths list • Index cards

ILLINOIS SEL ALIGNMENT GRADES 3–5 • LATE ELEMENTARY

Goal 1 — Self-Awareness & Self-Management

1B.2a Describe personal skills and interests that one wants to develop.

Goal 2 — Social Awareness & Interpersonal Skills

2B.2a Identify differences among and contributions of various social and cultural groups.

Aligned to the Illinois Social/Emotional Learning Standards (ISBE).

LESSON AT A GLANCE: The goal is not content coverage — it is trust and safety. Go slowly. Prioritize the opening story. Every student must leave with their name on the class display.

► DIRECT INSTRUCTION

Scripted teaching sequence • timed sequence • follow the minute markers • read aloud or in your own words

0–3 MIN

Opening Story

Before you hand students anything, tell them what you are building: “Once a week, for about 40 minutes, we are going to work on the inside of your life — not your grades, but the part of you that decides how you treat yourself when things go wrong.” Promise the journal privacy contract. Establish: feelings are information, not weaknesses. Every person is more than their worst moment.

3-8 MIN

Classroom Compact

Ask: What do you need this space to feel like to be honest here? Write student responses on chart paper. Ensure these four are included: (1) What is shared here stays here. (2) You never have to share more than you choose. (3) Feelings are information. (4) The Inner Coach standard applies to how we speak to each other. Post permanently.

ANCHOR CHART • IDENTITY WEB — TEACHER DISPLAY MODEL

Post your completed example BEFORE distributing WS1. Five branches: Things I Love • Good At • Matter to Me • People Don't Know • Still Figuring Out.

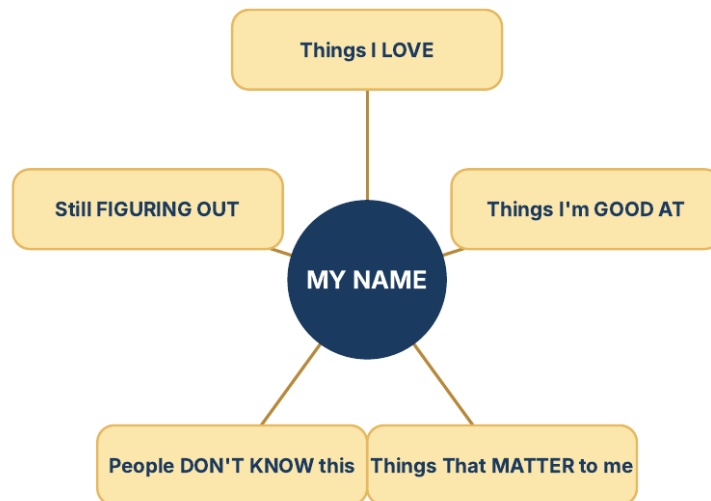
ANCHOR CHART • CLASSROOM DISPLAY — PRINT ON CARDSTOCK OR 11×17, POST AS THE LESSON INDICATES

ARCHITECTURE OF GRACE • BOOK 2 • THE FRAMEWORK (3-5)

The Identity Web

Unit 1 • Lesson 1

IDENTITY



Five branches reach out from your name. Every web is valid; every answer is right.

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8-18 MIN Identity Web (WS1)

Distribute WS1. Students write name in center and branch out. Grade 3: Drawing is a full response. Grades 4–5: Push toward values, not just interests.

18–26 MIN **Strengths Inventory**

Display the character strengths list. Students circle three that feel most true and write one sentence for each. Grade 3: Circle only. Grades 4–5: Which strength required the most work to build?

26–32 MIN **Partner Share**

Students tell one partner one thing from their identity web. Listen without commenting. Switch. “What did it feel like to just be heard?”

32–36 MIN **Index Card + Class Display**

Students write one true thing about themselves that often goes unseen. Post voluntarily. “Look at this wall. This is who we are.” No student leaves without a card on the wall.

IN-LESSON SCAN

As students write their index cards: watch for prolonged blank staring, erasing repeatedly, or a student who writes and immediately crumples the card. These students may be carrying a strong internal voice that says nothing about them is worth posting.

IN-LESSON SCAN

During partner share: scan for any student who sits silently while their partner speaks, or who says “I don't know” to every prompt. A student unable to name a single thing about themselves is giving you early, significant data about self-perception.

GRADE 3

Keep identity web simple and drawing-focused. Reduce strengths list to 10–12. Every child must see their name on the wall by end of lesson.

GRADES 4 — 5

Encourage depth — push toward values, not interests. Introduce born strengths vs. developed strengths. The index card should name a value.

SCENARIO CARD 1-A • WHO AM I?

THE SITUATION

Marcus shared on his identity web that he loves drawing comics. A classmate said, “That’s babyish.” Marcus feels embarrassed and wishes he had said something else.

DISCUSSION QUESTIONS

Is Marcus’s love of comics part of who he truly is? Why does a classmate’s comment make him want to hide it? What would you say to help Marcus hold his identity with confidence?

SCENARIO CARD 1-B • WHO AM I?

THE SITUATION

Amara is filling out her strengths inventory and cannot think of a single thing to write. She keeps crossing things out. “I’m not really good at anything,” she tells her partner.

DISCUSSION QUESTIONS

Why might Amara struggle to name her own strengths? What is the difference between a born strength and one developed through effort?

EXIT TICKET

Journal: “One true thing about me that I want to carry into this school year is ____.”

TEACHER REFLECTION

Which students struggled to identify strengths — defaulting to “I don’t know” or minimizing? This is early data about self-perception that will matter all year.

ANCHOR CHART • IDENTITY WEB — DISPLAY MODEL

Print this page • Post in classroom at the moment indicated • Keep posted for the remainder of the year

BRANCH 1 <i>Things I LOVE — people, activities, places</i>	BRANCH 2 <i>Things I'm GOOD AT — strengths, skills, gifts</i>	BRANCH 3 <i>Things That MATTER to Me — values, beliefs, causes</i>
 MY NAME <i>Write your name in the center</i>		
BRANCH 4 <i>People DON'T KNOW This About Me — private joys, quiet wins</i>	BRANCH 5 <i>Things I'm STILL FIGURING OUT — questions, maybes, growing edges</i>	

Post this completed teacher model BEFORE distributing WS1. Build one branch at a time. Students fill in their own web while yours is displayed.

WORKSHEET • WS1

My Identity Web

Unit 1, Lesson 1

Architecture of Grace • Grades 3–5 • Reproducible for classroom use • Architecture of Grace, LLC

In the center circle, write your name. Fill in each branch with your own words or drawings.

BRANCH 1 • THINGS I LOVE	BRANCH 2 • THINGS I'M GOOD AT
BRANCH 3 • THINGS THAT MATTER TO ME	BRANCH 4 • PEOPLE DON'T KNOW THIS ABOUT ME
BRANCH 5 • THINGS I'M STILL FIGURING OUT	

STEP 3 — STRENGTHS INVENTORY

Circle THREE that feel most true:

☐ Honesty	☐ Creativity	☐ Kindness	☐ Courage
☐ Humor	☐ Loyalty	☐ Perseverance	☐ Empathy
☐ Fairness	☐ Leadership	☐ Curiosity	☐ Responsibility

Strength 1:

Strength 2:

Strength 3:

EXIT TICKET

One true thing I want to carry into this year:

ARCHITECTURE OF GRACE

This is a free preview.

Sample Lesson · Book 2 · The Framework (3–5)

The complete, classroom-ready curriculum — with anchor charts, worksheets, Illinois SEL alignment, closed-loop routing, and scripted Direct Instruction — is part of the Architecture of Grace district library. Educators can license the full set; families can find materials in the family store.

architectureofgrace.org