



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
1	Presidents: Exploring Text Features, Key Details, and Main Topics in Informational Texts	20 days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Question(s)
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus:</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>Additional:</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>		<p>The focus of this unit is on reading and comprehending informational texts and writing an informational text. Students will explore concepts of text features and illustrations to aid comprehension. Students will read and listen to multiple texts and evaluate them with the teacher to understand how informational texts are organized and written. Next, after listening to and reading multiple texts, students identify main topics and key details with the teacher. After learning how to identify main topics, students will co-construct an informational article with the teacher. Finally, students individually will read (or listen to) informational texts, take notes, organize, and write an article. At least one text feature and illustration to the informational text will be added. Student-created informational texts will be published in the classroom magazine and placed in the classroom library.</p>

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Writing Standards

Focus:

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Additional:

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.

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).

Speaking and Listening Standards

Additional:

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

Essential Question(s):

- How do the text features in an informational text help readers locate and understand the facts?
- How do authors use illustrations and details in informational text to support a reader's understanding of the main topic?
- What are informative and explanatory texts? How does a writer compose an informative/explanatory piece?

Language Standards**Additional:**

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.

Text Set**Anchor Text**

- *What Does the President Do?* by Amanda Miller

Complementary Texts**Literary Texts**

- *Grace for President* by Kelly DiPucchio

Informational Texts

- *A Picture Book of George Washington* by David Adler
- *George Washington* by Caroline Crosson Gilpin
- “Washington Monument” from ReadWorks

Fresh/Cold-Read Task

Text(s): “Questions about the United States Constitution” from ReadWorks

Note 1: A free registration to ReadWorks is required to access this text. The Lexile Level is 300. Consider printing off the article and numbering the paragraphs. Use the questions below instead of the questions provided by ReadWorks.

Note 2: In this grade level, teachers should consider students’ independent reading levels to determine readiness before requiring students to complete a cold/fresh-read task without guidance and support from a teacher.

Questions and Writing Prompt:

1. What is the main topic of the article?
 - A. Questions
 - B. A set of laws
 - C. United States Constitution
 - D. National Constitution Center
2. Retell key details from the article about the topic.
3. How do the illustrations in this article help you better understand the main topic?
4. How does the parenthesis help you as the reader?
5. How does the title and the headings help you as a reader?

Standard(s) Assessed: RI.1.2, RI.1.5, RI.1.7

Evidence of Mastery:

1. C. United States Constitution
2. Students should list more than one of these details:
 - It is a set of laws for the United States.
 - The United States wanted one set of laws.
 - A group of leaders worked together to write it.
 - The leaders met in Independence Hall.
 - It has over 4,000 words.
 - A quill was used to write it.
3. Some of students’ responses may include one or more of the following answers:
 - The painting helps me to picture who wrote the constitution.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide pictures alongside words to support comprehension of assessment items or answer choices.
- Complete a **shared reading** of the text.
- To aid in fluency, have students complete a **paired reading** of the text.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Ask students to create/describe an illustration that would enhance a reader's understanding of the text.

- The photograph helps me to know in what building they wrote the constitution.
 - The image of the quill helps me to understand the meaning of the word.
 - The painting and labels gives me more information about who wrote the constitution.
 - The illustrations help me to know what is important in the article.
4. A student response will be similar to this answer: It helps me to know how to say the word *quill*.
 5. A student response will be similar to this answer: The titles help me to know that the article will be about the constitution and the headings help me to understand what the different parts of the article will be about.

Lesson Summary

Lesson 1: Using Key Details and Illustrations to Describe Characters

Students will complete several activities to aid in comprehension of the *Grace for President* by Kelly DiPucchio. After a model lesson on how to describe characters, students will analyze the key details and illustrations to describe the characters.

Lesson 2: Fictional vs. Informational Texts

Using *Grace for President* by Kelly DiPucchio and *What Does the President Do?* by Amanda Miller as model texts, students will participate in a guided lesson with several activities that help them develop an understanding of the difference between fictional and informational texts. By the end of the lesson, students will be able to explain major differences between texts that tell a story and texts that give information.

Lesson 3: Exploring Text Features

Students will complete several activities to improve their comprehension of *George Washington* by Caroline Gilpin prior to completing activities, such as a Text Feature Scavenger hunt, that enables students to understand what text features are, why authors include text features, and how text features help readers.

Lesson 4: Differences in Information in a Text vs. Text Features

Students will practice distinguishing between information provided by pictures or other illustrations and information provided by the words in a text in *George Washington* by Caroline Gilpin.

Lesson 5: What is the Main Topic and Key Details?

The teacher will guide students through a lesson and activities in which they learn how to use key details to determine the main idea in *George Washington* by Caroline Gilpin. Students will also be led through a writing activity in which they record their main ideas and key details. After writing, students will reflect on and revise their capitalization of names and dates.

Lesson 6: Finding the Main Topic and Key Details in a Text

The teacher will guide students through a lesson and activities in which they learn how to use key details to determine the main idea in *A Picture Book of George Washington* by David Adler. Students will also be led through a writing activity in which they record their main ideas and key details. After writing, students will reflect on and revise their end punctuation.

Lesson 7: Finding the Main Topic and Key Details in a Passage

Students will continue to discover how to identify the main idea and key details of a text while also focusing their attention on proper capitalization and punctuation use in their writing.

Lesson 8: Pre-Writing in Response to Informational Text

Students will begin writing an informational text with appropriate main ideas and details using a Four Square Graphic Organizer and *A Picture Book of George Washington*.

Lesson 9: Writing in Response to Informational Text

Students will learn how to transfer notes taken on George Washington into an informational writing piece using a Four Square Graphic Organizer.

Lesson 10: Editing and Revising an Informational Writing Piece

Students will learn how to edit pieces of writing while utilizing self-check strategies as well as feedback from teacher and peers.

Lesson 11: Performance Task

Students will act as reporters for *Scholastic News*. The teacher will provide support for students to research information, write an informational article, and include appropriate illustrations and text features to add details to the text on a selected president's early life, presidency, and later life.

Performance/Culminating Task

Students will take on the role of a reporter for *Scholastic News*, and this month the magazine is doing a special article on past presidents. As magazine writers, students will be guided by the teacher to research a president of their choice and write information about the president. With continued support of the teacher, they will organize information into various categories and write a magazine article that includes a main topic sentence followed by related key details, a conclusion, key vocabulary from the text, and an illustration (e.g., photographs, diagrams, charts, or graphs) that supports the main topic. Writers will also include another text feature that provides different information from their text to make their article more interesting. Finally, students will publish their article and share with fellow magazine writers.

Goal: Students will choose a president that interests them. The goal is for each student to write an article on a president that could be compiled into the class magazine. The students will compile their articles into one imaginary edition of *Scholastic News* and will be placed in the classroom library at the project's end.

Role: Students will take on the role of magazine writers for *Scholastic News*.

Audience: Their audience will be their first-grade class and readers of the magazine.

Scenario: Students will act as magazine writers for *Scholastic News* and are trying to have their articles included in an upcoming edition.

Product: Students will create an informational article about a past president.

Standards Assessed: RI.1.2, RI.1.5, RI.1.7, W.1.2

Rubric for Performance/Culminating Task

Criteria	4	3	2	1
Structure	Includes all of the following: a topic sentence, related key details/information, and a sense of closure.	Includes two of the following: a topic sentence, related key details/information, and a sense of closure.	Includes one of the following: a topic sentence, related key details/information, and a sense of closure.	Attempts to structure the writing but includes none of the following: a topic sentence, related key details/information, and a sense of closure.
Topic/Idea development Introduces and organizes topic and ideas; provides key details	Names the topic and all of the details are from the text and support the topic.	Names the topic and some of the details are from the text and support the topic.	Names the topic and one of the details is from the text and support the topic.	Writes about a topic but includes no related details about the topic.
Use of illustrations and other text features	Includes an illustration that contributes to the reader's understanding of the text and includes a text features that provides additional information about the topic.	Includes an illustration that somewhat contributes to the reader's understanding of the text and includes a text features that somewhat provides additional information about the topic.	Includes both an illustration that does not contribute to the reader's understanding of the text or includes a text features does not provide additional information about the topic.	Includes only one of the following: an illustration or a text feature, neither of which contribute to the readers understanding of the text or topic
Uses grade-appropriate conventions and grammar	All sentences are complete, begin with capital letters, and end with correct punctuation. Sentence structure varies. Sentence structure do not vary. Capitalizes all dates and names of people.	Most sentences are complete, begin with capital letters, and end with correct punctuation. Sentence structure varies. Capitalizes most dates and names of people.	Some sentences are complete, begin with capital letters, and end with correct punctuation. Sentence vary somewhat. Capitalizes some dates and names of people.	No sentences are complete, begin with capital letters, or end with correct punctuation. Sentence structure do not vary. Does not capitalize dates and names of people.

Lesson 1: Using Key Details and Illustrations to Describe Characters

Focus Standard: RL.1.3, RL.1.7

Additional Standards: RL.1.1, SL.1.1, SL.1.2, L.1.4a, L.1.4.b

Estimated Time: 2 Days

Text(s): *Grace for President* by Kelly DiPucchio

Resources and Materials:

- Handout 1.1: Character Description Sentence Starter
- Handout 1.2: Character Drawing
- [Reading Response Journals](#) for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- [Key Details Sentence Starter](#)
- “Hail to the Chief” background music
- Props to be used to represent a president and other presidential topics/actions
- Map of the United States
- A picture of the District of Columbia in the context of the whole United States
- A close-up picture of the District of Columbia
- [List of Adjectives](#)

Lesson Target(s):

- Students show understanding through discussions and reflective writing of the following concepts:
 - Details (such as descriptions of characters and actions) are pieces of information that help the reader understand what they are reading.
 - Details and illustrations help the reader create a character description.
 - Effective readers identify the details in a story to help them understand the lesson of the text.
- Students use key details and inferences from illustrations to create a written character description.

Guiding Question(s):

- How do key details and illustrations help readers understand a character?

Vocabulary

Academic Vocabulary:

- Fiction
- Illustration
- Main Topic
- Key Details

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition
- Students create pictures/symbols to represent words
- Students write/discuss using the words

In-Context Vocabulary:

- Stewed
- Rallies
- Based on the specific needs of your students, possibly choose additional words/phrases that have clear context clues in the text.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See L.1.4.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Campaign
- Democracy
- Candidate
- Poll

Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson: Guessing Game</p> <p>Tell students that you all will play a guessing game and they are to try to guess who you are based on the props and how you act.</p> <p>T: Guess who/what I am.</p> <p>Play “Hail to the Chief” and walk around shaking hands. Walk towards a podium or stand.</p> <p>T: Today, I come to speak to you about an important matter concerning all United States citizens. Who/what am I?</p> <p>S: The president of the United States or a candidate for president of the United States.</p> <p>T: Yes! Now see if you can guess which president I am now.</p> <p>Use something, such as a black paper top hat or image of Lincoln’s face, that will help students identify you as Abraham Lincoln.</p> <p>T: “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” Which president am I?</p> <p>S: Abraham Lincoln!</p> <p>T: Great job! Now try to guess what I am doing.</p> <p>On the board or projector, display what looks like a voting ballot and appear to think very hard about a decision between candidates.</p> <p>Note: Make the candidates relevant to the time in which this unit is being implemented.</p> <p>S: Voting for a president.</p> <p>T: You are all so smart. What do you think we will learn about in this unit?</p> <p>S: Presidents.</p> <p>✓ Discreetly note initial misconceptions and understandings. Be sure to address misconceptions (or make plans of when to address misconceptions as the unit progresses) and confirm understandings.</p>	

Explain the purpose of the unit and the culminating task. Allow students time to ask questions. Let the conversations lead into students understanding the lesson purpose and student outcomes.

Understanding Lesson Purpose and Student Outcomes

Project and ask this lesson's guiding questions and/or "I Can" Statements (based on learning targets listed in the lesson overview).

Have students Think-Pair-Share about the guiding questions and/or "I Can" Statements:

Have students share with a partner what they think they will learn in the lesson.

Activity 1: Lesson Overview

- ✓ Have students draw/label a picture and write a complete sentence about what the president does in their Reading Response (RR) journal as a pre-assessment. The evaluation of this writing will help guide your instruction.

For students who are EL, have disabilities, or perform/read well below the grade level:

- If students struggle to write complete sentences, students draw a picture and label. Ask them to dictate their sentence. Use a yellow highlighter to create a line for each word, which will provide a guide for each word.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Write more than one sentence or a more complex sentence.

Have students turn and talk about their writing with their partner at the teacher's direction.

- ✓ As students explain what they know about the role of the President, create a K-W-L (Know, Want to Know, Learned) chart to record their responses. Ask students what they want to know about presidents and record their responses.

Remind students this unit is designed to give them information about the job of presidents as well as teaching them about two famous past presidents: George Washington and Abraham Lincoln.

Activity 3: Direct Instruction of Vocabulary

Explain that before they read, they will need to be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary by using the “Instructional Strategies for Direct Instruction Text Vocabulary” activities listed above or see this resource about [multisensory vocabulary instruction and activities](#). Focus on these words:

- Campaign- a series of events and speeches someone does to help them get elected
- Democracy- an approach in which the people elect representatives (the president, members of congress, or senators) to make important decisions about laws and rules other people will follow
- Candidate- a person who is nominated for an election
- Poll- a person’s opinion or vote

Students view pictures to represent the meaning of the words and discuss.

Activity 4: Segmenting Practice

Explain to students that they may have a difficult time saying some words while they read, so they need to practice them ahead of time. Using the Head, Shoulders, Knee, and Toes segmenting words into syllables technique ask the students to determine the number of syllables in the following words:

- President
- Campaign
- Democracy
- Candidate
- Poll
- Electoral

Note: Head, Shoulders, Knee, and Toes Technique- Have the children go through the motions of touching, in order, their “Head, shoulders, knees and toes” to syllables. The children will touch each body part to different syllables in a word you say. For example, if you say the word *elephant* (3 syllables), your child would touch his head -*el*, his shoulders -*e*, and his knees -*phant*. Go in the following order: head, shoulders, knees, toes, and back. This provides enough body parts for a multi-syllable word.

Activity 5: Read the Text

Distribute copies or project a copy of the book *Grace for President* by Kelly DiPucchio. Have students complete a [picture walk](#) through the text.

- Is this book fiction or nonfiction?
- How do you know?

Have students Think-Pair-Share responses.

- ✓ Check to see if students understand that this is a fictional text with characters who are made up/not real people. Though this text provides some information about the jobs of a president and about the election process, this text is written as a narrative that provides information about an imagined character, setting, and plot.

Explain to students that to fully understand the role of a president they will read informational texts in the next lesson. Informational texts are books that teach.

First Reading: Read aloud text as students follow along.

Note: Before the lesson, cover up the phrase “Where are the girls?” with a sticky note.

Allow students to engage with text without interruption and react to the illustrations. As you read to students, pose the following prompts and questions:

1. On page 2: Before showing “Where are the girls?” to students, ask students to predict why she “could not believe her eyes.” Remove the sticky note over “Where are the girls?” and discuss their predictions.
2. On page 4: Read the word *stewed*. Review context clue strategies using an anchor chart. See “Strategies for Teaching How to Determine Meaning from Context Clues” the vocabulary section above. Ask students to determine the meaning of the word *stewed* and explain how they made that determination. Even if some students respond with a correct answer, model/think-aloud how to determine the meaning of the word *stewed*.
3. On page 6: Do you think becoming president will be easy for Grace? Why or why not?
4. On page 7: Why does Mrs. Bamington say, “In the name of democracy”?

5. On page 9: Show students a picture of the District of Columbia on a map of the whole United States and a close-up. Discuss what this place is.
6. On page 10: Use a map of the United States to aid your conversations about electoral votes. Also, explain that *electoral* means *relating to elections or the people who vote*. Be sure to check for understanding of this information.
Note: This is an advanced question. Students may need more support to answer this question.
7. On page 12: What are some things you would ask a school president to do?
8. On page 13: Provide a brief definition of *constituent*: someone who votes. Have students use the illustrations to discuss the difference between *candidates* and *constituents*.
9. On page 15-16: Provide a brief definition of *rallies*. Have students remind you of what *campaigns* means. Have students explain how the images show the meaning of *campaigns* and *rallies*.
10. On page 24: Have students make a prediction about who will win and explain their reasoning.
11. On page 28: Using information from the text, explain why Sam thought Grace would be the best person for the job.
12. On page 31: Describe what you think is happening in the illustration.

Activity 6: Small Group Instruction (addressed during literacy station time)

Provide [differentiated instruction](#) for students based on their needs for better comprehension of the text.

Note: Below is one way to complete a small group activity, but plan an activity that helps your students comprehend the text and understand the text features. For example, students who are on-level or low-performing could create a story web. Students who are high-performing could retell a story from the point of view of the main character.

High-performing Students

Direct students to either read silently or use a [phonics phone](#) at their own pace. Have students read pages 1-31 independently.

As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking

them questions about the details in the story. A detail gives readers more information about the main idea or topic. Have students answer the following questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 6: Why would the teacher say “star-spangled idea”?
3. On page 7: Why did Mr. Waller’s class nominate Thomas Cobb?
4. On page 8: Why did Grace’s “heart sink”?
5. On page 11: What does the term slogan mean? What context clues helped you to make that decision?
6. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
7. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.
8. On page 25: Why do you think the author noted that Grace’s flag was handmade?
9. On page 30: Why did Grace’s classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

On-level Students

Have students read pages 1-10 independently. Direct students to choose whether to read silently or use a [phonics phone](#) at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. Have students answer these questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 6: Why would the teacher say “star-spangled idea”?
3. On page 7: Why did Mr. Waller’s class nominate Thomas Cobb?
4. On page 8: Why did Grace’s “heart sink”?

Have students continue reading pages 11-20 independently and answer these questions as a group:

5. On page 11: What does the term slogan mean? What context clues helped you to make that decision?

6. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
7. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.

Have students continue reading pages 11-20 independently and answer these questions:

8. On page 25: Why do you think the author noted that Grace's flag was handmade?
9. On page 30: Why did Grace's classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

Low-performing Students

Read pages 1-10 aloud (or use a recording) while students follow along in their text. Stop at the appropriate times to guide students through answering these questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 8: Why did Grace's "heart sink"?
3. On page 11: What does the term *slogan* mean? What context clues helped you to make that decision?
4. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
5. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.

Have students read pages 25-31 independently. Direct students to choose whether to read silently or use a [phonics phone](#) at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic.

Ask the following questions after students have read the text:

6. On page 30: Why did Grace’s classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

Activity 7: Character Description

Remind students of the learning targets for the lesson.

Project **Handout 1.1: Character Description Sentence Starter**. Explain to students that key details in a story help the reader describe the character. Explain that you will model how to make this determination with another character in the story and that students will complete their own character description writing piece just like you have but with the main character.

Model for students how to create a character description using **Handout 1.2: Character Drawing** with another character other the main character. Explain why you are drawing the character and including the details you chose. Be sure to use the information from the text in the explanation boxes to create your drawing. Include actual words/phrase from the text to show why you drew the character in this way. You can quote words or phrases or cite illustrations. Draw lines from the explanation boxes to the appropriate details included in the drawing.

T: Based on these details, how would you describe this character with an adjective?

Provide students with a [list of adjectives](#) to help them decide which ones work best. Model how to use the details to choose an adjective that best describes the character. Explain which one you would choose and why.

Model for students how to complete **Handout 1.1** using **Handout 1.2**.

Pair students and have them complete this activity using **Handout 1.1** and **Handout 1.2** with another supporting character.

- ✓ Make annotations while circulating around the room, observing students as they talk about the key details and character descriptions. Use the following checklist to assess students’ progress toward the goals of the lesson:
 - Student can identify the key details about the main character.
 - Students discuss what they learn from the illustrations.
 - Students can choose an adjective to describe the character.

- Students can explain how description is supported by key details and illustrations in the text.

Activity 8: Showing Mastery of the Standard

Provide each student with a new copy of **Handout 1.2**. Have each student complete individually based on the main character, Grace. Have students write a character description like the one practiced in the last two activities.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide another copy of **Handout 1.1**.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Ask students to continue writing examples on the same page below the sentence starters.

Reflection and Closing:

Ask students to write the most important thing to remember from today with examples from the text on a sticky note and stick it on the board in a section titled “What Stuck?”

For students who are EL, have disabilities, or perform/read well below the grade level:

- Provide sentence starters for students who do not know how to get started.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Ask students to use examples from a text that they have read outside of school.

- ✓ After class, read these cards and divide them into one of two categories: what students are understanding and what students are misunderstanding. After dividing the sticky notes, analyze what they did not mention that was important. Make note of anything they need to remember but did not mention. Address this with students the next lesson.

Homework

Students read a book on their independent reading level and describe the characters in the story.

Handout 1.1: Character Description Sentence Starter

My character is _____.

(Place an adjective here.)

One key detail that helped me determine
this is _____ because _____

_____.

Another key detail is _____

_____ because _____

_____.

Handout 1.2: Character Drawing

Explanation	Explanation
Draw your character here.	
Explanation	Explanation
Explanation	Explanation

How would you describe your character?

Lesson 2: Fictional vs. Informational Texts

Focus Standard: RL.1.5, RI.1.5

Additional Standards: RI.1.1, RI.1.9, RF.1.1, SL.1.1, SL.1.2

Estimated Time: 1-2 Days

Text(s): *Grace for President* by Kelly DiPucchio; *What Does the President Do?* by Amanda Miller

Resources and Materials:

- Handout 2.1: Fiction vs. Informational Text Sorting Activity
- Handout 2.2: Venn Diagram of Fiction vs. Informational Text
- Handout 2.3: Student Progress Tracking Chart
- Pocket Chart
- Anchor Chart or PowerPoint about Text Features (teacher-created or chosen)
- 3 fiction books and 3 informational texts (articles from a magazine, website article displayed or printed, informational book) to display in the Anticipatory Set

Lesson Target(s):

- Distinguish using explanation and examples between fictional texts and informational texts.
- Recognize texts that are written with the main purpose of providing information.
- Identify various text features.
- Explain how text features help readers.

Guiding Question(s):

- How do we know that a text is informational?
- What are text features? How do they help the reader comprehend an informational text?

Vocabulary

Academic Vocabulary:

- Informational text
- Illustration
- Text feature
- Main topic
- Key details
- Glossary
- Captions
- Labels

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing and discussion
- Students discuss using the words
- Students point to a picture within their own copy of a book/informational text when prompted by the teacher

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Medal
- Military
- Signs
- Speech

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create movements to the words before reading so that they can act out during the reading

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Display three fiction books and three informational texts (articles from a magazine, website article displayed or printed, informational book). Display the books in a way that does not distinguish the fiction from the informational text. Ask students to help you divide the books into two categories based on their appearance and short description. Allow these conversations to lead into the lesson purpose section.

Understanding Lesson Purpose and Student Outcomes:

Display the following “I Can” Statements:

- I can explain how fictional texts and informational texts are similar and different.
- I can identify whether a text is an information or fiction text.
- I can identify many different text features.
- I can explain how those text features help me comprehend the text better.

Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.

Activity 1: Direct Instruction of Informational Texts and Text Features

Tell students that to be a great reader, they must learn how to read informational texts, which are presented differently than fiction texts. Display and explain each of the following “Understand” and “Do” statements as you teach the lesson.

T: Great readers understand this: Fictional texts tell a story about imaginary people and events, and informational texts are texts that provide information. Informational texts do not contain a plot or imaginary characters. Therefore, they look different and are organized with the purpose of giving information in the best way possible.

T: Great readers do this: Identify whether a text is informational or fictional.

Display and flip through (with an overhead projector) these books: *Grace for President* by Kelly DiPucchio and *What Does the President Do?* by Amanda Miller. Ask students about similarities between the two texts (e.g., similar titles, same topic, both have an author, title, etc.). Ask students to describe some differences between the two texts (e.g., types of text features, character vs. real person, organized differently, different types of text).

For students who are EL, have disabilities, or perform/read well below the grade level:

- Use these questions to guide students to understanding:
 - What do you notice about the cover?
 - How are the illustrations in one text difference than the other?

T: Today, we are going to learn more about the presidency through an informational text in this lesson.

Write *nonfiction* and *informational text* on the board. Underline *non-* in *nonfiction* and *information-* in *informational text*.

T: What does the prefix *non* mean? (Not) Non-fiction books are books that are not fiction.

What is *information*? (Information is what you know.) Informational texts are books that help you know more...they teach you.

Note: Information can be facts (such as the final score of a sporting event), details (descriptions of person's facial expression), and/or a person's knowledge of an event or topic. An informational text is a type of book that contains facts, details, and/or one person's knowledge of an event or topic.

Provide an image or have students create a movement to represent the word *information*.

Display the prefix *non* and explain what *non* means in various words. Provide one or two images to explain the meaning of *non*.

Explain that nonfiction is not fiction, meaning that the text does not contain imaginary characters, events, and/or a setting. Explain that informational text is a type of nonfiction texts. Add that some nonfiction texts tell stories but informational nonfiction texts provide information and have a specific audience and format based on the author's main topic and purpose.

Great readers understand this: Informational texts contain text features. They help the reader understand the author's reason for writing the text and what the author wants them to know more about. Text features are illustrations, photographs, captions, bolded words, glossary, captions, diagrams, maps, graphs, headings and subheadings, and different types of print (bold, italicized, highlighted).

Create/Display and explain a Text Feature anchor chart or PowerPoint. See this example:

Note: For detailed information about text features, please see this [Reading Rockets link](#).



T: Great readers do this: Identify text features and use the information in the text feature to help them understand the main text.

Using *What Does the President Do?* by Amanda Miller, model one or two examples of how to locate a text feature and tell students what information you may be able to learn based on the type of text feature that is present. Refer to the anchor chart for several examples.

Assign students to a partner. Ask students to identify and name a text feature. Then, have students explain what information they may be able to learn from this text feature. Remind them of the anchor chart.

- ✓ Circle around the room, listening to students. Use **Handout 2.3: Student Progress Tracking Chart** to record students' progress. After charting, decide whether students need another model example or who may need additional support during individual work.

Tell students they will read the informational text *What Does the President Do?* by Amanda Miller and use the text features to help them understand more about the main topic. Do not provide the main topic for them.

Have students individually write down/tell you a prediction of what they think the main topic will be about and what text feature helped them make that prediction. Fold up your piece of paper and save it for later.

Have students turn and talk to a partner about what they have learned about informational texts.

- ✓ Make annotations while circulating around the room, observing students as they talk about informational texts. Use the following questions to reflect on and make notes about students' understanding:
 - Do I hear any misconceptions about informational texts that I need to address?
 - What words are they using to describe an informational text? Are they using any academic vocabulary?
 - How much do my students understand about informational texts? Who is understanding above grade level, at grade level, and below grade level?

Activity 2: Direct Instruction Vocabulary

Explain that before they read, they will be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary by using the “Instructional Strategies for Direct Instruction Text Vocabulary” suggested activities above or see this resource about [multisensory vocabulary instruction and activities](#). Display, read, and discuss these words and their meanings in multiple contexts:

- Medal- a piece of metal on a ribbon. A medal is given to someone for being brave or for helping his or her country.
- Military- the people who fight for and protect a country. Our country has four branches of the military: Army, Navy, Air Force, and Marines.
- Signs (verb)- when you write your name on something
- Speech- a talk to a group of people

Activity 3: Segmenting Practice

Explain to students that they may have a difficult time saying some words while they read, so they need to practice them ahead of time. Using the Head, Shoulders, Knee, and Toes segmenting words into syllables technique (or another segmenting words into syllables technique found [here](#)), ask the students to determine the number of syllables in the following words:

- Informational
- Nonfiction
- Fiction
- Medal
- Military
- Signs
- Speech

Activity 4: Read the Text

Distribute copies of the book, *What Does the President Do?* by Amanda Miller. Have students take a [picture walk](#) through the text.

First Reading: Explain to students that they will listen while you read aloud and that they must set a purpose for reading so that they remain focused during the read. Display this list and ask students to choose what their purpose(s) will be: to comprehend, to see if their prediction is right, to learn something new, or to (insert a student’s reason).

Read aloud the text as students follow along. Remind students to listen for their vocabulary words (point to the words listed on the word wall) and to perform the movements they created for the direct instruction vocabulary words earlier in the lesson so that they can act out during the reading.

While reading, be sure to model and discuss how to navigate through an informational text as a reader. Include the students in on the questions:

1. Why did I stop here and read this caption?
2. How does this picture help me as the reader to understand this information?
3. Why did this author include this text feature?

Activity 5: Small Group Instruction

Provide [differentiated instruction](#) for students based on their needs for better comprehension of the text.

Note: Below is one way to complete a small group activity, but plan an activity helps your students comprehend the text and understand the text features.

Tell students that they will read individually through the text again and they will be reading to answer a set of questions that will help them accomplish their lesson targets/"I Can" statements. Have one volunteer in each group read aloud their questions at their individual tables.

High-performing Students

Students will read entire text independently.

Direct students to choose whether to read silently or use a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. Remind them that a detail gives readers more information about the main idea or topic. Ask the following:

1. How do we know this text is informational?

2. What text feature do you see on page 6? (A map with a label)
3. How does the text feature on page 6 help a reader?
4. Who is the person in the photograph on page 7, and what text feature helped us learn that? (Barack Obama is in the photograph. The caption tells us who he is and when he was elected.)
5. The author wrote a difficult word on page 15. How did she provide her readers help to decode it? (She included a pronunciation guide for Bangladesh.)
6. The author wrote military and medal differently on page 16. How are these two words different from the other words and why? (She used bolded text to indicate they would be defined in the glossary at the back. The illustrator also included a photograph to help tell the meaning of the words.)
7. What information do the photographs on page 19 give us about the president? (The President gets to spend time with his family. He also dances at important events. He attends special celebrations.)
8. What do the details teach us in this text?

On-level Students

Have students read pages 6-13 independently.

Direct students to choose whether to read silently or use a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. Remind them that a detail gives readers more information about the main idea or topic. Ask the following:

1. How do we know this text is informational?
2. What text feature do you see on page 6? (A map with a label)
3. How does the text feature on page 6 help a reader?
4. Who is the person in the photograph on page 7, and what text feature helped us learn that? (Barack Obama is in the photograph. The caption tells us who he is and when he was elected.)

5. Name some text features seen on these pages. How do these text features help readers? (Captions, illustrations, and labels are seen on these pages. They give us specific information about the text written on the left hand side of the text.)
6. On page 10, the picture and label show us the meaning of one of the vocabulary words we discussed earlier. Which word is shown and what does it mean? (Signs means to write your name on something in this context.)
7. How does the picture help you learn the meaning? (It shows the action of signing and includes a label.)
8. Use the text to give another example of how a caption, illustration, and label teaches additional information in the text.

Low-performing Students

Before reading, ask students turn to page 10. Tell them the president signs laws that are written. Ask them what letter *signs* begins with. Tell them to place a finger under the word *signs* and say the word altogether.

Students read pages 8-11 independently.

Direct students to choose whether to read silently or use a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. Remind them that a detail gives readers more information about the main idea or topic. Ask the following:

1. How do we know this text is informational?
2. Look at the pages you just read. What text features are seen on these pages? How do these text features help readers?
Answer: Captions, illustrations, and labels are seen on these pages. They give us specific information about the text written on the left-hand side of the text.
3. On page 10, the picture and label show us the meaning of one of the vocabulary words we discussed earlier. Which word is shown and what does it mean? (Signs means to write your name on something in this context.)
4. How does the picture help you learn the meanings? (It shows the action of signing and includes a label.)

Activity 6: Understand the Text

Divide the class into pairs. Have each pair review the text by explaining to each other things that are part of a president's job.

Provide students each with a sticky note. Instruct students to write down one thing the informational text taught that the fiction text from yesterday did not. Possible answers: The Oval Office got its name because it is oval-shaped. The President gives speeches to tell what is happening in our country. It lists various facts about President Obama's life.

Gather the class back together and have the partner groups share the differences they found.

Activity 7: Showing Mastery of the Standard

Tell students they will have an opportunity now to show you what they have learned about the major differences between texts that tell stories and texts that give information. They will first work with a partner and then individually.

Using the cutouts from the **Handout 2.1: Fiction vs. Informational Text Sorting Activity** and a pocket chart, place the words *fiction*, *both*, *informational*, at the top of the pocket chart. Provide each group with 3-5 cutouts out of the total 15 cutouts, and have groups determine which category their cutouts best fit.

Note: Some words may fit both. Use that opportunity to have discussions with the students.

Provide each student with **Handout 2.2: Venn Diagram of Fiction vs. Informational Text**. Have each student individually create his/her own Venn diagram comparing/contrasting fiction and informational texts. Students individually will complete the sentence starter at the bottom of the Venn Diagram that tells the purpose of each type of text.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Have students work with a partner or at a teacher-led table to complete the activity.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Have students use the back of the paper to create their own text feature about fiction and informational texts with a caption and a label while other students complete their sort.

Reflection and Closing:

Have students pull out their folded notes on which they wrote their prediction of the main topic for the informational text they read in the lesson. Tell students to evaluate their response and determine if their prediction was correct.

Have students write whether they were correct or incorrect. If their prediction was incorrect, ask them to explain why they thought that topic was the main topic. Ask students how guessed correctly to explain how they knew.

Homework

At home, locate an informational text at home (newspaper, magazine article, and book) with text features and a fictional text.

Complete the activity on the bottom half of page 10 in the [Family Guide for Student Success](#) 1st grade booklet. Bring both texts to school with a note from your parent stating how well you completed the activity.

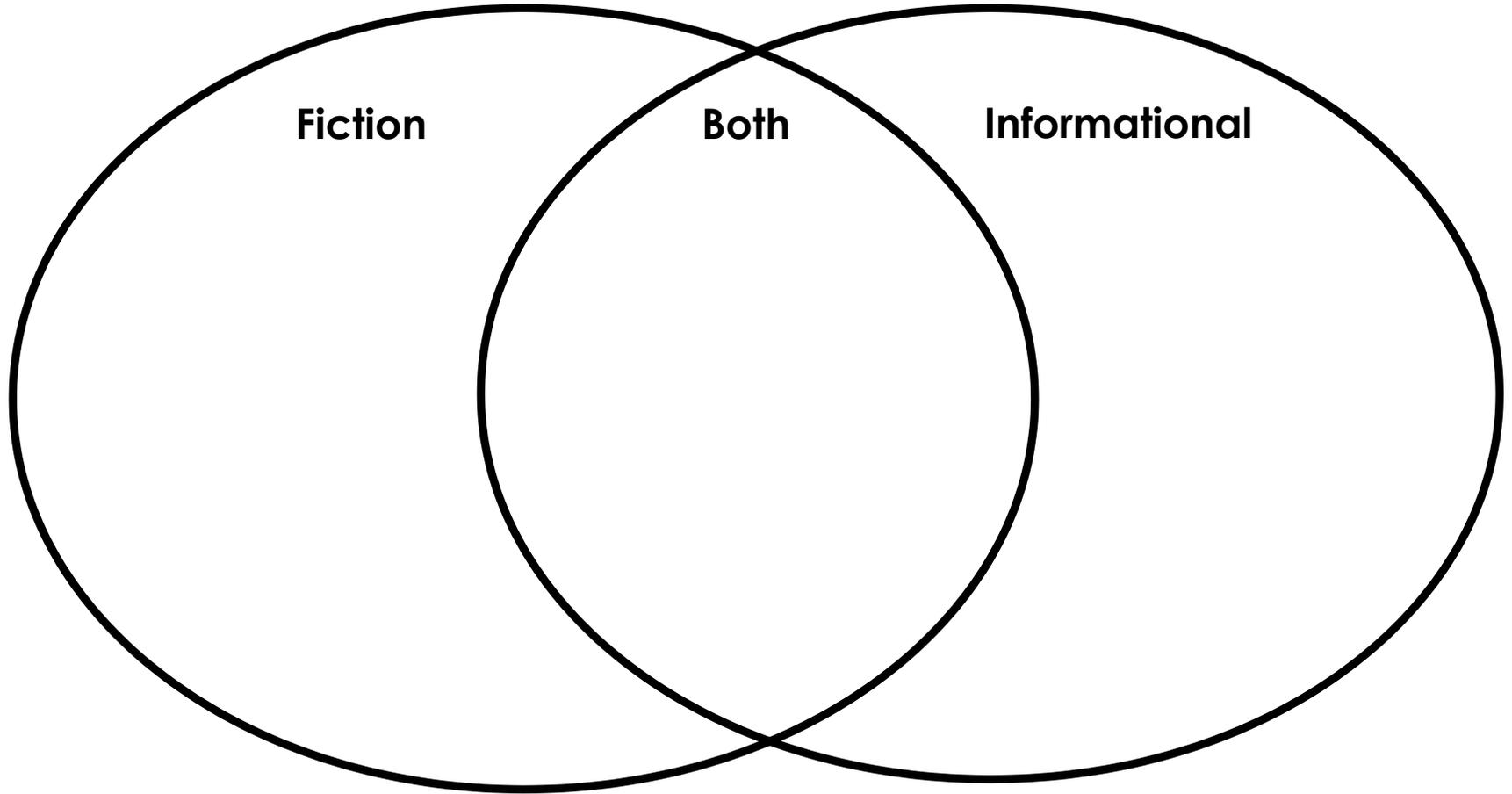
Handout 2.1: Fiction vs. Informational Text Sorting Activity

Fiction	Informational
Both	illustrations
photos	setting, characters, and events are imaginary

can be read out of order	facts
must be read in order	Imaginary characters and events
gives information	page numbers
illustrator	text features (heading, labels, captions, bolded text, glossary)

not real	title
author	problem and solution
knowledge about a topic	information

Handout 2.2: Venn Diagram of Fiction vs. Informational Text



Fiction texts _____.

Informational texts _____.

Both texts _____.

Handout 2.3: Student Progress Tracking Chart

Directions:

1. Write your students' names in the first column.
2. In the second column, place the following symbols to represent students' understanding of the lesson target:
 - A check mark to represent at-grade-level understanding.
 - A zero (0) to represent no understanding.
 - A plus sign (+) to represent above-grade-level understanding.

Lesson Targets:		
1. Identify text features.		
2. Explain how text features help readers.		
Student Name	Target 1	Target 2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.

Lesson 3: Exploring Text Features

Focus Standard: RI.1.5

Additional Standards: SL.1.1, SL.1.2,

Estimated Time: 1-2 Days

Text(s): *George Washington* by Caroline Gilpin

Resources and materials:

- Handout 3.1: Text Feature Scavenger Hunt
- Handout 3.2: Lesson 3 Homework
- Text Feature Anchor Chart (from previous lesson)
- [Text Feature Rap](#) (short video)
- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Chart paper
- Markers
- Sticky notes

Lesson Target(s):

- Students will understand that:
 - Authors include text features for their reader to share more information than just the written word.
 - Readers use text features found in informational text (e.g., subheadings, photographs, captions, bold print, glossaries, electronic menus, icons) to locate key facts and to enhance their new learning.
 - Readers must utilize all parts of informational text (text features and words) to gain full understanding of the text.
- Students will be able to:
 - Identify different types of text features within a text.
 - Explain the purpose of different types of text features within a text.
 - Explain how various text features help readers learn new information from text.

- Identify the information provided in the different types of text features used in the text.
- Use text features to answer questions about the main topic.

Guiding Question(s):

- What is a text feature?
- How do we know a book is informational?
- Why does an author/illustrator include text features in an informational text?

Vocabulary**Academic Vocabulary:**

- Table of Contents
- Illustration
- Caption
- Map
- Timeline
- Glossary
- Labels

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- British
- Revolutionary War
- Colony
- Declaration of Independence

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Play the [Text Feature Rap](#) short video. Have students discuss what they have learned about text features so far this unit.

Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: listing text features in informational text and how those text features help students. Ask students what a text feature is. Ask students to list some text features that they hear in the video clip they will watch next. Tell students this lesson will give them information about different text features and their purposes.

Activity 1: Direct Instruction Vocabulary

Display the text-specific vocabulary students will need to learn in order to comprehend the text:

- British- a person from Great Britain (England).
- Revolutionary War- the war fought between the British and the thirteen original colonies.
- Colony- a group of people who move to a new place but still follow the laws and rules of their old country
- Declaration of Independence- a statement written in 1776 saying America had a right to be free and make its own rules.

Before reading the text, see the strategies listed under the “Instructional Strategies for Direct Instruction Text Vocabulary” section or see this resource about [multisensory vocabulary instruction and activities](#) to help students understand the meaning of these words before or while they read the text. Tell students to listen for these words during the reading because you will either discuss the meaning of them or perform an action to represent the meaning of each word.

Activity 2: Read the Text

Distribute copies of *George Washington* by Caroline Gilpin and ask students to preview the text by viewing the cover and the title page. Ask students to predict whether text is fiction or informational. Ask them how they know. (The cover uses a photograph; Illustrations are actual photographs; Text features are present; Some words are written in bold.)

First Reading: Read aloud text as students follow along. Allow students to engage with text by having them act out the vocabulary words when each word is read in the story. As you read, ask the following questions:

- What text feature do you see on page 4?
- What text feature is shown on page 10? Why did the author use this feature?
- What text features are used on page 12-13? What do these features show the reader?
- What text feature is shown on page 26-27? What information does it show?

As each text feature is discussed, refer to the Text Feature anchor chart created in earlier lessons.

Activity 3: Small Group Instruction

Provide [differentiated instruction](#) for students based on their individual needs for better comprehension of the text. For example, have students with mid-level or low-level comprehension skills use a graphic organizer to retell the text. Have students with high-level comprehension skills retell a text pretending to be someone who was present in that time period.

During small group time, address these questions after differentiated activities occur.

High-performing Students

Students will read the entire text independently. Ask students to read silently or using a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic. Ask the following questions:

- How do we know this text is informational?
- What do the details teach us in this text?
- On page 2, what text feature is shown? How does this help the reader? What text feature do you see on page 4?
- What text feature is shown on page 10? Why did the author use this feature?
- What text features are used on pages 12-13? What do these features show the reader?
- What text feature is shown on pages 26-27? What information does it show?
- Find another example of a text feature and tell why the author used it.

On-level Students

Read page 2-11 independently using the procedure outlined in the *High Performing Students* section above. Ask the following questions:

- How do we know this text is informational?
- What do the details teach us in this text?
- On page 2, what text feature is shown? How does this help the reader?
- What text feature do you see on page 4? How does this help the reader?
- Ask students to find another example of a text feature and tell why the author used it.

Low-performing Students

Before reading, ask students turn to page 6. Tell students George Washington had a brother named Lawrence. Have them find his name, and put their finger under it. They owned a plantation. Have students find *plantation*, and put their finger underneath it.

Have students turn to page 2 and read the Table of Contents together. Ask students:

- On page 2, what text feature is shown? How does this help the reader?

Have students read page 4-7 independently while using the phonics phone procedure outlined in the *High Performing Students* section. Ask the following questions:

- How do we know this text is informational?
- Look at the pages you just read. What text features are seen on these pages? What do these text features do?
- What text feature do you see on page 4? How does this help the reader?
- Find another example of a text feature and tell why the author used it.

Activity 4: Showing Mastery of the Standard

Explain to students the parts of **Handout 3.1: Text Feature Scavenger Hunt** and how to complete it. Split groups in previously determined heterogeneous groups and have them to complete the **Handout 3.1**.

Ask students why authors/illustrators include text features in informational writing. After the discussion, tell students informational texts teach using many different tools, not just in the words written in the book. Those tools are text features, and authors use them to provide more information or to explain in more depth what the text says.

Activity 5: Understand the Text

Divide the class into pairs. Have each pair review the text by explaining to each other one piece of information they learned about George Washington. Using a sticky note, ask each pair to close their text and record a sentence about information they learned. If they can't remember any information, ask them to re-read, close the book, and then write.

Ask the class to gather back together, and have the partner groups share the facts they remembered.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Groups needing guidance may be pulled to work under teacher's supervision.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can select a text feature of their choice and create it on the back of their scavenger hunt.

Reflection and Closing:

Exit Ticket: Have students answer the essential question in their RR journals.

T: How do key details in a text help a reader understand the main idea?

Students will create a text feature about an image of George Washington. Students will also write two pieces of information about Washington. See **Handout 3.3: Lesson 3 Homework**.

Homework

Options:

- See page 14 of the [Family Guide for Student Success](#).
- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- While reading, divide a sheet of paper into two columns. Use one column for information found within the text and the other column to record information learned through the text features.

Handout 3.1: Text Feature Scavenger Hunt

Name(s) _____ Date _____

Text Feature Scavenger Hunt

Title of your book
_____Author

Which text features can you find?

Put a checkmark when you find it, and give details about each one.

X	Text Feature	Page #	Explanation	This text feature helped me to:
<input type="checkbox"/>	Illustration		What illustration did you find? _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Caption		This is what the caption said: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

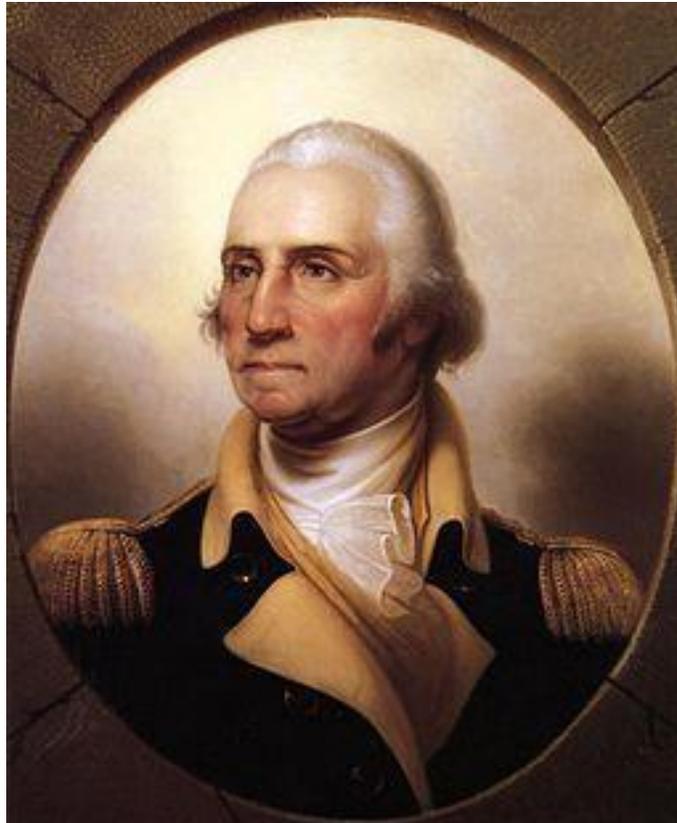
□	Table of Contents		This is the title of a chapter in this Table of Contents: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Heading		The heading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Sub-heading		A subheading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Map		This map is about: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Timeline		This is what one of the dates on the timeline says: <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word

			_____	<input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Glossary		This is a word from the glossary and what it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Bold, <i>italics</i> or colored print		This is bolded (italicized, or colored) word from the text and it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

Handout 3.2: Lesson 3 Homework

Name _____ Date _____

Directions: Using the picture of George Washington, create a text feature that gives more information. (Ex: Title, label, caption, etc.) Write two facts in complete sentences about George Washington underneath the picture.



1. _____

2. _____

Lesson 4: Differences in Information in a Text vs. Text Features

Focus Standard: RI.1.6

Additional Standards: RI.1.5, RI.1.7, L.1.2b, SL.1.1, SL.1.2

Estimated Time: 1-2 Days

Text(s): *George Washington* by Caroline Gilpin

Note: Before the lesson, be sure the following is done:

- Pages 10-11—Cover text information in the middle of the page
- Page 14—Cover text information on page 14
- Pages 28-29—Cover pictures and captions of the map, Mount Vernon, and Washington Monument

Resources and materials:

- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Completed anchor chart labeled Text Features (from Lesson 2)
- Small cards with five unshaded, outlined stars for Reflection and Closing

Lesson Target(s):

- Students will distinguish information provided by pictures/text features versus information provided in the main text.

Guiding Question(s):

- What are the similarities and differences between information provided in a text features and the information in the text?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Table of Contents • Illustration • Caption • Map • Chart • Timeline • Glossary • Labels 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer to words on the word wall with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Students write/discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Review all words placed on the word wall. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Teacher displays a drawing, photograph, or model of teeth. Ask the student what is displayed and what they know about the object. Write “George Washington wore dentures.” next to the object and ask students what they know about the object now.

Understanding Lesson Purpose and Student Outcomes:

Review the text feature anchor chart with different text features listed. Explain to students the target skill for the day: distinguishing between information provided in the main text and information provided in a text feature. Ask students to discuss text features defined in Lesson 3. Ask students to explain what each text feature is or where it is found in the text. Tell students text features sometimes provide information that is not written in the words of the text. Tell students that text features give specific details about the topic just like the anticipatory set sentence, “George Washington wore dentures.”

Activity 1: Vocabulary Review

Review word wall vocabulary words.

Note: See the “Instructional Strategies for Text Vocabulary” section above for strategies.

Activity 2: Hide the Text and Text Features and Read the Text

Note: Before the lesson, be sure the following is done:

- Pages 10-11—Cover text information in the middle of the page
- Page 14—Cover text information on page 14
- Pages 28-29—Cover pictures and captions of the map, Mount Vernon, and Washington Monument

Students review *George Washington* by viewing the cover and the title page. Teacher directs students to specific pages where text is covered, but text features are revealed. Teacher also directs students to pages where text features are covered, and text is revealed.

Project the teacher copy of *George Washington* and ask students to read aloud the caption on page 11 together. Ask students the following:

- What did the caption teach?
- Did the caption teach anything about the time George Washington lived?

Uncover the text, and ask students to read pages 10 and 11 aloud. Ask students:

- After reading the words in the text, what do you know about King George III now?
- How was this section connected to what you already learned about George Washington?

Tell students text features such as illustrations and captions often provide additional information that is related to the main topic of the story.

- Turn to page 15 in the text. Ask students to read aloud the caption on page 15. Ask students to discuss the illustration and the caption. (e.g., Washington and his wife had a military wedding and walked through a tunnel of swords at the end. Washington wore the hat he was famous for wearing. Illustrations took the place of modern photographs because the camera had not been invented when Washington got married.)

Uncover the text on page 14 and have students to read aloud. Ask students to discuss with their partner:

- What information in the text was different than in the illustration and caption?
- Why does the author/illustrator write different information in different parts of the text?

Turn to page 28. Ask students what is covered up this time.

Have students read page 28 and ask them what objects have George Washington's face. Ask them if these are the only things honoring Washington. Uncover the map and ask a group of students to read the caption. Uncover the photograph of Mount Vernon and ask a different group of students to read its caption. Uncover the photograph of the Washington Monument, and ask a different group to read its caption. Ask students again what things honor Washington in our country. Ask students about the purpose of the illustrations and captions on pages 28 and 29.

Tell students this lesson showed how illustrations and captions added meaning to written text, but all text features do the same thing in their own way: For example, maps show locations, and timelines put dates in order. Ask students again why authors/illustrators include text features in informational text.

Activity 3: Understand the Text

Divide the class into pairs. Have each pair find a text feature in the text and discuss what it teaches. Ask the groups to share what they discovered.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Gather students around near the text features anchor chart and review each type.

Activity 4: Respond to the Text

Tell students they are going to practice writing facts and text features that teach different things. Distribute RR journals and write these directions on the board.

- Write two pieces of information about yourself. Add a text feature that teaches a new fact about you.
- After students complete the activity, ask them to discuss with their partner how the text feature they created is different and similar to the information they wrote about themselves.

Reflection and Closing:

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the amount of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for you to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Homework

- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- Discuss with your child the important information that each text structure adds to the text.
- Write down information learned from text features to clarify understanding.
- See page 14 of the [Family Guide for Student Success](#).

Lesson 5: What are a Main Topic and Key Details?

Focus Standard: RI.1.2

Additional Standards: RI.1.1, RI.1.5, RI.1.7, RI.1.10, SL.1.1, SL.1.2, L.1.2a

Estimated Time: 2-3 days

Text(s): *George Washington* by Caroline Gilpin

Resources and materials:

- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Handout 5.1: Main Topic and Key Details Anchor Chart Example
- Handout 5.2: Main Topic and Key Detail Graphic Organizer
- Handout 5.3: Student Progress Tracking Chart
- Handout 5.4: Teacher Retell a Text
- Handout 5.5: Student Retell a Text
- Three- or four-legged stool (an enlarged picture on chart paper will suffice)
- One label that reads “Main Topic”
- Three or four (depending on how many legs are on the stool) labels that read “Key Details”
- [Introduction to Reading Skills: Main Idea and Supporting Details](#) video
- Brainpop, Jr. “[Main Idea](#)” video (optional)

Lesson Target(s):

- Students will understand that:
 - Informational text has a main topic (what the text is mostly about).
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.

- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic (idea) and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.

Guiding Question(s):

- What are key details?
- What is a main topic?
- How can I use main topic key details from the main text and text features to retell the text?

Vocabulary

Academic Vocabulary:

- Main topic
- Key details
- Retell

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Review words placed on your word wall.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words

- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Display a three- or four-legged stool as a visual reference to the main idea concept. Ask students what would happen if a leg was removed. Attach a label to the side of the seat, reading “Main Topic,” and make the analogy about the main topic being the overall part that holds the parts of the text together. Attach a label to each leg of the stool. Read “Key Detail” aloud as you point to each leg and make the analogy about key details being the support of the main topic just like the legs of the stool are the support for the main part of the stool. Make sure students understand that though the stool may have three (or four) legs, there could be more or less key details.

Reveal **Handout 5.1: Main Topic and Key Details Anchor Chart Example**.

Understanding Lesson Purpose and Student Outcomes:

Use the **Handout 5.1: Main Topic and Key Details Anchor Chart Example** to explain to students the target skill for the day: using text features and the main parts of the text to identify key details and the main topic.

Tell students the main topic is one, two, or three words that state what the text is mostly about and the key details are the parts that give more information to support it, similar to the stool and its legs. Remind them that we have read *George Washington* several times. Have them remind you what our purposes for reading the text are. Students should respond with answers such as “to learn about text features,” “to learn about George Washington,” and “to practice using text features.”

Activity 1: Vocabulary Review

Review vocabulary posted on the word wall by using the “Instructional Strategies for Direct Instruction Text Vocabulary” suggested activities above or see this resource about [multisensory vocabulary instruction and activities](#).

Activity 2: Direct Instruction of Main Topic and Key Details

Display the Introduction to Reading Skills: Main Idea and Supporting Details video. Display the Brainpop, Jr. “Main Idea” video (optional).

Explain to students that they will all determine the main topic and, if possible, determine the main idea. The key details tell the reader the small bits of the most important information related to the main topic and the overall main idea. Explain to students that identifying the key details and information plus determining the topic first will help them to finally determine the main idea, which is a skill they will all practice next school year if not this school year.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Create an anchor chart for main ideas and key details, using *George Washington* as a guide. This visual will help struggling students connect the ideas to a known topic.

Activity 3: Read the Text in Small Groups

Provide [differentiated instruction](#) for students based on their needs for better understanding key details and the main topic in this text.

Students reread *George Washington* with a partner and have students complete differentiated activities.

Activity 4: Understand the Text

Project **Handout 5.2: Main Idea and Key Detail Graphic Organizer** (or draw on blank chart paper) and distribute the student copy.

Tell them if the main topic is written in a text, it can usually be found in the title or at the beginning. Read aloud or ask students to read the title and page 4. Ask them to think to themselves (and not to announce aloud) if there are one or more words that give the main topic of the whole text. Direct them to turn and talk to someone if they have an answer.

Using **Handout 5.2: Main Idea and Key Detail Graphic Organizer**, point to the main topic section and ask students what the whole text was about: Who or what is this book about? Students should guess *George Washington*. If not, redirect them to certain details, such as the title or information in the text and text features. Direct them to different small sections/parts of the text at a time and ask them what or who this text is focus upon.

Note: This is not the entire topic, but this is an important step for them determining the main topic.

Have students copy and complete this sentence onto their student copy. Then, ask these questions:

- How do you know/what helped you to know that this is the main topic? Students should respond with answers referring to the title and specific information in the text.
- How did the parts of the book help you determine the main topic?
- How did the text features help you determine the main topic?

Lead students into a discussion about the key details. As you read through the first pages of the text, model how to think aloud about whether information is a key detail or not: As you continue to read through the text, pause in places and have students do the same think aloud with a partner.

- ✓ While students discuss, circle the room and complete **Handout 5.3: Student Progress Tracking Chart**. Be sure to note any misconceptions or difficulty with identifying key details and discussing how they did so. Make plans about how to address misconceptions or difficulty, if they are present.

Have students share their decisions about key details. As students provide key details, ask them: How do we know if a detail is important? Key details responses should be about George Washington's life:

- George Washington stopped going to school at 11 but taught himself a lot.
- He married Martha Custis in 1759.
- Washington was an important General in the Revolutionary War.
- Washington became the first President of the United States.

Model how to record accurate responses in the key details section on **Handout 5.2: Main Idea and Key Detail Graphic Organizer**.

Have students record the key detail responses on their copy as well.

Note: Students should write the key details in sentences but avoid directing students to write "The key detail is _____." Instead, direct students to write sentences similar to how they are recorded in the text. This will prevent misconceptions about how to retell in verbal/written form later in the class and school year.

Explain to students that sometimes after examining key details, they may realize that they need to revise the main topic statement so that it is more specific. Revisit the main topic statement and ask students if they can think of one word that makes a more-specific statement about what the text is mostly about. Provide this list of words if students cannot think of a word:

George Washington's

- A. Dog
- B. Wife
- C. Battles
- D. Life
- E. Presidency

On the teacher copy of **Handout 5.2: Main Idea and Key Detail Graphic Organizer**, direct students to write the main topic (George Washington's Life) in the main topic section.

Note: It does not have to be recorded as a complete sentence because students will be directed how to do that later in the lesson.

When finished, review the key details and discuss how they help us retell the important details of the book and support the main topic.

Activity 4: Respond to the Text

Tell students that a great way to really show that they have comprehended a text is to retell the parts of it and write it down.

Display and use **Handout 5.4: Teacher Retell a Text** to model for students how to retell what they have just read. Use the color-coded sections and the example provided to model how to retell the main topic and key details of a text.

Display on the top half of **Handout 5.4: Teacher Retell a Text** have students practice retelling *George Washington* verbally with a partner. Remind students to use what they recorded on **Handout 5.2** to help them. Have students share out responses. Guide them through completing the top part of **Handout 5.4**. Complete it on a displayed version while they complete it on the students' version.

See **Handout 5.5: Student Retell a Text**.

- ✓ Monitor students' progress and provide support as needed. Make note of common punctuation errors you see and use that data for the next activity. Determine for either writing skills or punctuation skills if [differentiated instruction](#) with specific teacher supports needs to follow.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students can read in small groups with teacher guidance if needed.
- Students can work in pairs to remember features from the previous lesson.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students justify answers with complete, developed statements by using evidence from the text.
- Students can read independently and make notes in their RR journals about what they've read.

Activity 5: Teaching and Applying Capitalization in Context

Return to the text and lead students through a discussion about how the author capitalized the dates and names of people. Using your data from your formative assessment during Activity 4, provide some additional examples of how to avoid common types of errors students make regarding capitalizing dates and names of people. Create an [anchor chart](#) for capitalizing dates and names of people. Have students complete a short game about capitalizing dates and names of people. For example, have students sitting in their desks or on the floor. Read a sentence that has names and dates that should be capitalized. Direct students to either stand up or sit down as they hear that word should be capitalized. If there is confusion about a word, have a classroom conversation about it. Have students repeat it for each sentence.

After the mini-lesson, have students correct any errors in their writing from Activity 4.

- ✓ Monitor how well students mastered L.1.2a in the context of their writing.

Reflection and Closing:

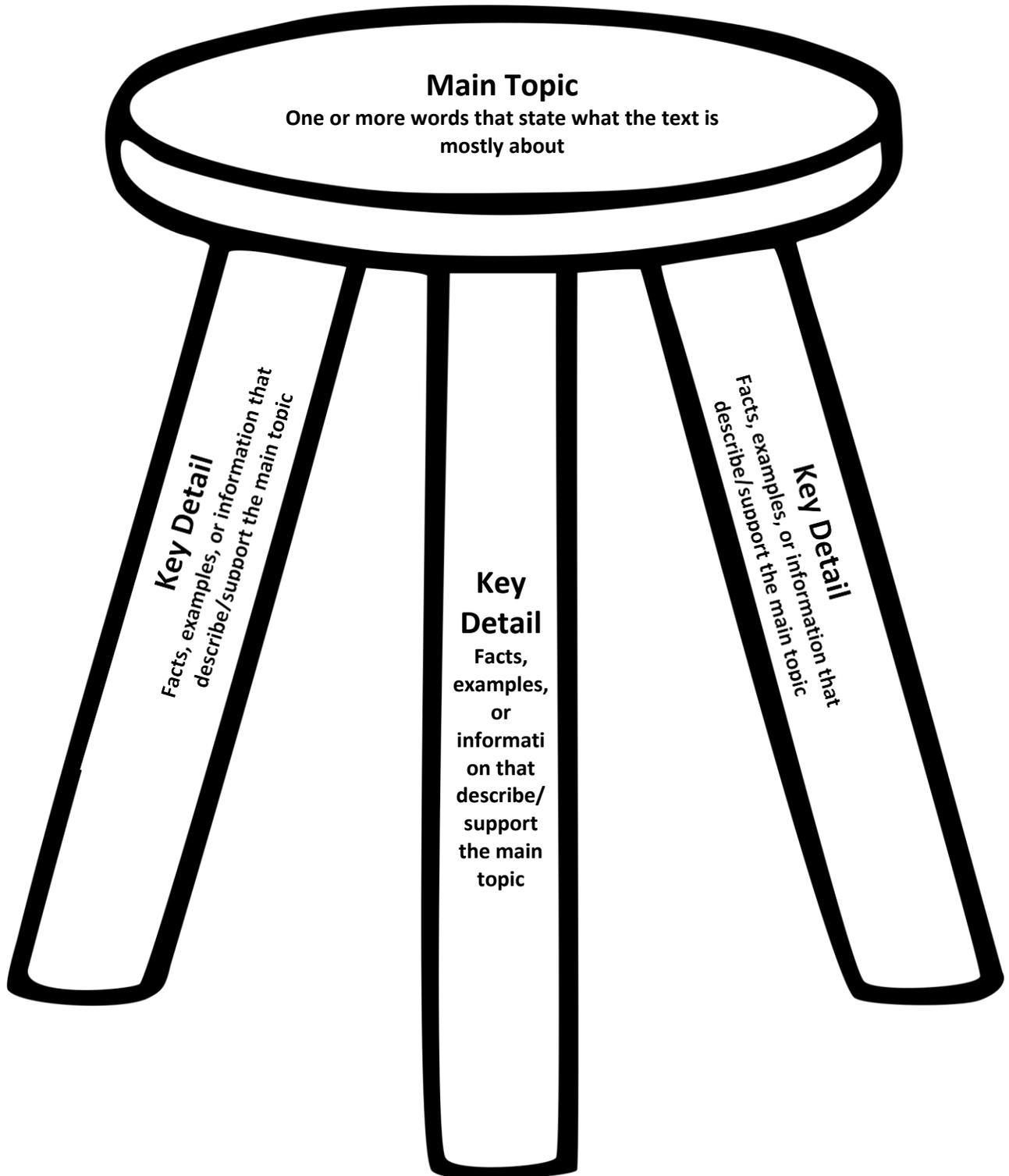
- ✓ Discussion: Have students answer the essential question in their RR journals: How does identifying the main topic and key details in the main text and in text features help readers understand the text better? (Example response: Key details and text features provide additional information the support the main topic, what the text is about.)

Homework

Options:

- After reading a book, have students sum up the book in one or two sentences. Have students decide what the entire story was about. Then have students give details that support the main topic of the story.
- For longer books, have students tell the main topic and key details in each chapter, rather than the entire book.
- See page 11 of the [Family Guide for Student Success](#).

Handout 5.1: Main Topic and Key Details Anchor Chart Example



Handout 5.2: Main Topic and Key Details Graphic Organizer

Name: _____ Date: _____

Title: _____

Main Topic				
Key Detail		Key Detail		Key Detail

Attachment # 9

Handout 5.3: Student Progress Tracking Chart

Directions:

1. Write your students' names in the first column.
2. In the second column, place the following symbols to represent students' understanding of the lesson target:
 - A check mark to represent at-grade-level understanding.
 - A zero (0) to represent no understanding.
 - A plus sign (+) to represent above-grade-level understanding.

Lesson Targets:		
1. Students will understand that a key detail is a statement that provides more information about the main topic.		
2. Students will be able to		
<ul style="list-style-type: none"> • identify statements that support the main topic or main idea; and • participate in a discussion about the main topic in an effort to recall one or more details from the text. 		
Student Name	Target 1	Target 2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.

Handout 5.4: Teacher Retell a Text

Topic Sentence: The text _____ provides a lot of information about _____.

Key Detail 1:

Key Detail 2:

Key Detail 3 (optional):

Closing Sentence:

Here is an example from an unrelated text:

The book ***A Tree Is a Plant*** tells a lot about **trees**. A tree is the biggest plant that grows. Most trees grow from seeds. We can see most of the tree, but we cannot see the roots because they are underground. **Trees are amazing!**

Handout 5.5: Student Retell a Text

Name: _____

Topic Sentence: The text _____ provides a lot of information about _____.

Key Detail 1:

Key Detail 2:

Key Detail 3 (optional):

Closing Sentence:

Lesson 6: Finding the Main Topic and Key Details in a Text

Focus Standard: RI.1.2, L.1.2b

Additional Standards: RI.1.1, RI.1.5, RI.1.7, RI.1.10, , SL.1.1, SL.1.2, L.1.2a

Estimated Time: 2-3 Days

Text(s): *A Picture Book of George Washington* by David Adler

Resources and materials:

- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Handout 5.1: Main Topic and Key Details Anchor Chart Example
- Handout 5.2: Main Topic and Key Detail Graphic Organizer
- Handout 5.3: Student Progress Tracking Chart
- Handout 5.4: Teacher Retell a Text
- Handout 5.5: Student Retell a Text
- Cards with five unshaded, outlined stars for Reflection and Closing
- Paragraphs (about any topic, preferably presidents) on a poster (one poster per group of 3-4 students)
- A toothbrush, dental floss, and toothpaste (for the Anticipatory Set/Introduction to Lesson)
- [Introduction to Reading Skills: Main Idea and Supporting Details](#) video (optional)
- Brainpop, Jr. [“Main Idea”](#) video (optional)

Lesson Target(s):

- Students will understand that:
 - Informational text has a main topic (what the text is mostly about).
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.

- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic (idea) and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.

Guiding Question(s):

- What are key details?
- What is a main topic?
- How can I use main topic and key details from the main text and text features to retell the text?

Vocabulary**Academic Vocabulary:**

- Main topic
- Key details
- Retell

Instructional Strategies for Academic Vocabulary:

- Review words with student-friendly definition and pictures
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Arithmetic
- Surveying
- Treaty

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Display a toothbrush, dental floss, and toothpaste. Ask the students what these items all have in common. (People use them to care for their teeth. They are tools for oral hygiene.) Tell students that thinking about what those items have in common is similar to finding the main idea in a text. Readers think about what all the details have in common to help them make connections about what they've read.

Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: identifying main topic and key details in a text. Remind students the main topic is what the text is mainly about and the key details are the parts giving more information, similar to the stool and the legs.

Display the **Handout 5.1: Main Topic and Key Details Anchor Chart Example**. Review the concepts discussed in Lesson 5 about main topic and key details.

Review the videos from Lesson 5 if students need a review about main topic and key details.

Activity 1: Direct Instruction of Vocabulary

Introduce Direct Instruction Vocabulary words (*arithmetic*, *surveying*, and *treaty*) by using the “Instructional Strategies for Direct Instruction Text Vocabulary” suggested activities above or see this resource about [multisensory vocabulary instruction and activities](#).

Activity 2: Read the Text

Distribute copies or project a copy of *A Picture Book of George Washington*.

First Reading: Read aloud text as students follow along. Allow students to engage with text without interruption and react to the illustrations. When each of the Direct Instruction Vocabulary words read in the text, have students perform a movement to represent the meaning of the word or provide an oral definition of the word.

Small Group Instruction: Provide [differentiated instruction](#) for students based on their needs for further comprehension of the text. For example, have students with mid-level or low-level comprehension skills create a story-web. Have students with high-level comprehension skills re-tell a story from the point of view of the main character or create a puppet show to represent the events of the story.

Reread *A Picture Book of George Washington* aloud as students follow along. Stop at various points in the text to ask students the following questions:

- Before reading the first 8 pages, ask students to focus on this question: What does the author think is special about George Washington? Where did you find that information in the text?
- Choose a page that has various punctuation marks and ask: What is this punctuation mark? Why did the author use this punctuation mark? How do we read this sentence with this punctuation mark?
- On page 13, the author says the colonists refused to pay the taxes that the British wanted them to pay. Why do you think they refused? How did the British feel about the colonists? How did the colonists feel about the British?
- On page 17, the author calls Washington a “hero.” Discuss information in the text that supports this.
- What kind of President was Washington? Show the evidence in the text that defends your position.
- Does this text provide new information about George Washington? If so, what new information have you learned?
Note: This question could lead students into a short discussion the importance of reading multiple texts when learning about a topic in order to learn the most information and see multiple perspectives.
- What do you think this book is mostly about? Why do you think that?

Activity 3: Understand the Text

Project or display **Handout 5.2** and distribute a student copy to students. Tell students this text also gives lots of information about Washington’s life because there were lots of important events in his life. Display the main topic sentence example from Lesson 5 and ask students if the sentence would work for this text. Ask students if they have any other ideas about what the main topic could be. Here are some possible answers students could provide:

- George Washington being a great leader (on-level response)
- How important George Washington was (on-level response)

- George Washington was a great leader. (above-level response)
- George Washington was an important figure in American history. (above-level response)

Have students record the main topic on their own copy of **Handout 5.2**.

Group students in pre-determined heterogeneous groups. Using **Handout 5.2**, ask students to determine the main topic and the key details from the text and to discuss their thoughts. After several minutes of sharing, ask the class to discuss the main topic and key details from the text.

- ✓ While students discuss, circle the room and complete **Handout 5.3: Student Progress Tracking Chart**. Be sure to note any misconceptions or difficulty with identifying key details and discussing how they did so. Make plans about how to address misconceptions or difficulty, if they are present.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students needing guidance may be pulled to work under teacher's supervision. Teacher may also have students underline the main topic with a red color and underline the key details with a yellow color to provide visual reinforcement.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can write additional key details.
- Students can read independently and make notes in their RR journals about what they've read.

Activity 4: Respond to the Text

Tell students that a great way to show that they have comprehended a text is to retell the parts of it and write it down. Have students retell their text in writing using **Handout 5.5: Student Retell a Text**.

- ✓ Monitor students' progress and provide support as needed. Make note of common punctuation errors you see and use that data for the next activity. Determine for either writing skills or punctuation skills if [differentiated instruction](#) with specific teacher supports needs to follow.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Display the top half of **Handout 5.4**. Have students practice retelling the text verbally with a partner.
- Remind students to use what they recorded on **Handout 5.2** to help them.
- Display and use **Handout 5.4** to model for students how to retell what they have just read. Use the color-coded sections and the example provided to model how to retell the main topic and key details of a text.
- Guide them through completing the top part of **Handout 5.4**. Complete it on a displayed version while they complete it on the students' version.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can write additional key detail sentences.

Activity 5: Teaching and Applying Punctuation In-Context

Remind students of your discussion about using end punctuation for sentences in the text they read earlier. Revisit some of those examples. Using your data from your formative assessment during Activity 4, provide some additional examples of how to avoid common types of errors students make with using end punctuation. Create an anchor chart for using end punctuation. Have students complete an activity about using end punctuation. Divide students into small groups of 3-5. For example, place poster paragraphs with sentences written in large font (large enough for students to see in a small group setting) on the wall or on table tops. Provide each group with one poster paragraph and a marker. Have students place correct punctuation marks in the proper place and capitalize sentence beginnings where necessary. Provide support as needed. Discuss correct answers and reasons why the answers are correct.

Note: For differentiation, prepare ahead of time differing levels of paragraph posters. Based on data collected in Activity 4, divide students in groups accordingly.

Have students correct any punctuation errors in their writing from Activity 4.

- ✓ Monitor how well students mastered L.1.2b in the context of their writing.

To reinforce what students learned in Lesson 5 concerning L.1.2a, have students check for capitalization of names and dates.

- ✓ Monitor how well students mastered L.1.2a in the context of their writing.

Reflection and Closing:

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the number of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for them to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Homework

Options:

- After reading a book, have the student summarize the text in one or two sentences. Have him/her decide what the entire story was about. Then have the student give details that support the main topic of the text.
- For longer books, have the student tell the main topic and key details in each chapter, rather than the entire book.
- See page 11 of the [Family Guide for Student Success](#).

Lesson 7: Finding the Main Topic and Key Details in a Passage

Focus Standard: RI.1.2

Additional Standards: RI.1.1, RI.1.5, RI.1.7, RI.1.10, SL.1.1, SL.1.2, L.1.2a

Text(s): *A Picture Book of George Washington* by David Adler; “Washington Monument” from ReadWorks

Resources and materials:

- Handout 5.1: Main Topic and Key Details Anchor Chart Example
- Handout 5.2: Main Topic and Key Detail Graphic Organizer
- Handout 6.1: Finding the Main Idea and Key Details Activity
- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Student copies of Readworks.org “Washington Monument”
- [George Washington](#) (video)

Lesson Target(s):

- Students will understand that:
 - Informational text has a main topic (what the text is mostly about).
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.
- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic (idea) and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.

Guiding Question(s): <ul style="list-style-type: none"> • What are key details? • What is a main topic? • How can I use main topic key details from the main text and text features to retell the text? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • Main topic • Key details • Retell 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
In-Context Vocabulary: <ul style="list-style-type: none"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Memorial • Monument • Statue 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Tell students see if they can identify the main topic when it is presented in a video. Play the [George Washington](#) video. Have a discussion to discuss the main topic and supporting details students noticed.

Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: identifying main idea and key details in a text. Remind students the main idea is the big idea in a text and the key details are the parts giving more information, similar to the stool and the legs.

Display the **Handout 5.1: Main Topic and Key Details Anchor Chart Example**. Review the concepts discussed in Lesson 5 about main topic and key details.

Review the videos from Lesson 5 if students need a review about main idea and key details.

Activity 1: Direct Instruction of Vocabulary

Introduce direct instruction vocabulary: *memorial*, *monument*, and *statue*. Refer to “Instructional Strategies for Direct Instruction Text Vocabulary” for activity suggestions.

Activity 2: Read the Text

Distribute copies or project a copy of the Readworks.org “Washington Monument” passage.

First Reading: Students read aloud as a whole group. Allow students to engage with text without interruption and react to the illustration.

Small Group Instruction: Select texts based on students’ instructional levels and/or use the suggested text above. Additionally, develop text-dependent questions of varying levels of complexity based on the text features topic of the lesson.

- High Performing Students: Students should read passage independently and identify main idea and key details by using colored pencils or crayons. (green- main idea, blue- key details)
- On Level Students: Students should read passage with a partner and identify main idea and key details by using colored pencils or crayons. (green- main idea, blue- key details).

- Low Performing Students: Students should follow along as teacher reads passage aloud and work together to identify main idea and key details by using colored pencils or crayons. (green- main idea, blue- key details)

Activity 3: Understand the Text

Project **Handout 5.2** and distribute a student copy to students. Tell students this text gives many facts about the Washington Monument that was built as a memorial to George Washington.

Display the main topic sentence example from Lesson 5 and ask students if the sentence would work for this text. Ask students if they have any other ideas about what the main topic could be.

Have partner groups identify which sentence tells the main topic: how special the Washington Monument is. Ask students to use a red crayon to underline the sentence that represents the main topic. Ask partner groups to find two to three key details and use a yellow crayon to underline the key details.

Activity 4: Respond to the Text

Tell students they are going to work independently to record the main topic and key details they found with their partner. Distribute student copies of **Handout 5.2**. Have students work independently.

- ✓ Monitor progress and provide support as needed.

Gather class together. Ask partner groups to discuss main ideas and key details they found in the text. Ask students how they found the main topic in this text versus how they found it in previous texts about George Washington. Show them the text if they need a reminder.

Tell students that a great way to really show that you have comprehended a text is to retell the parts of it and write it down. Have students retell their text in writing using **Handout 5.5: Student Retell a Text**.

- ✓ Monitor students' progress and provide support as needed. Jot down common punctuation errors you see and use that data for the next activity.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Display on the top half of **Handout 5.4**. Have students practice retelling the text verbally with a partner.
- Remind students to use what they recorded on **Handout 5.2** to help them.
- Display and use **Handout 5.4** to model for students how to retell what they have just read. Use the color-coded sections and the example provided to model how to retell the main topic and key details of a text.
- Guide students through completing the top part of **Handout 5.4**. Complete it on a displayed version while they complete it on the students' version.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can write additional key detail sentences.

Activity 5: Teaching Punctuation In-Context

Remind students of the lessons on punctuation and capitalization of names and dates. Ask students to find an elbow buddy and tell what they learned from those lessons. Have students share. Add to the conversation as needed.

To reinforce what students learned in earlier lessons concerning L.1.2a and b, have students check for whether they used end punctuation for sentences correctly and capitalized names and dates correctly.

Reflection and Closing:

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the number of stars to show how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for you to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Homework

Options:

- After reading a book, have the student retell the book. Have him decide what the entire story was about. Then have your child give details that support the main idea of the story.
- For longer books, have your child tell the main idea and key details in each chapter, rather than the entire book.
- See page 11 of the [Family Guide for Student Success](#).

Lesson 8: Pre-Writing in Response to Informational Text

Focus Standard: W.1.2

Additional Standards: RI.1.2, W.1.7, L.1.2, SL.1.1

Estimated Time: 60 minutes

Text(s): *George Washington* by Caroline Gilpin

Resources and Materials:

- Handout 8.1: Four Square Writing Graphic Organizer (anchor chart and individual student copies)
- [ReadWriteThink Fact Fragment Frenzy](#) interactive activity
- Chart paper or butcher paper
- Markers
- Notebook Paper
- Pencils

Lesson Target(s):

- Students will understand that:
 - Growing writers write books or short pieces that are enjoyable for the reader and at the same time teach the reader about a new topic.
 - Authors of informational texts use text features (e.g., illustrations, labels, captions, etc.) to provide information to their readers.
 - Authors use a variety of beginnings or endings through drawings and writing that engage and teach their readers.
- Students will be able to:
 - Compose a piece of writing that explains, informs, or describes in which the students (1) name the topic, (2) supply some facts about the topic, and (3) provide a sense of closure.
 - Take notes through drawing or writing to assist with the composition of informative/ explanatory writing.
 - Create informational/ explanatory writing in different forms such as creating how-to posters, etc.
 - Look at models of informative/explanatory text to assist in improving the composition of their writing.

Guiding Question(s):

- How can I put information I have gathered into my own words?

Vocabulary

Academic Vocabulary:

- Informational/explanatory text
- Facts
- Details
- Topic
- Labels
- Drawing
- Sketches
- Compose
- Closure
- Notes

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-Context Vocabulary:

Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Hero
- Surveyor
- Elected

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Students will learn how to collect the main idea and key details from a text while utilizing notes to create an informational writing piece.

Anticipatory Set/Introduction to the Lesson:

Activate prior knowledge by discussing details that students have already learned about George Washington prior to today's lesson.

Activity 1: Note-Taking Tutorial

Show "Fact Fragment Frenzy" video which shows how to take notes while reading. Have students discuss what they watched and help you create an anchor chart with steps on how to take notes while reading. Watch the video again to check your list of steps. Have students help you make decisions about adding or revising steps as needed.

Activity 2: Model Using Four Square Organizer

Note: For more shared writing information, view this [link](#).

Do a quick review of the previously-read book *George Washington* with the students.

Create a Four Square anchor chart with students for the main topic and the key details. See **Handout 8.1: Four Square Writing Graphic Organizer**.

- Ask students to name the main idea or topic of the book. Place in the middle of the Four Square organizer.
- Ask students to name three key details from the book. Place each detail in the first three boxes.
- Ask students to restate the topic in different words. Place the conclusion in the final box.

Activity 3: Guided Practice in Small Groups

Students, in differentiated groups, discuss the text and other specific details about George Washington. Then, each group will create their own Four Square with details different from the model. Monitor groups and provide feedback.

- High-performing Students: Students create Four Square on George Washington using complete sentences.
- On-level Students: Students create Four Square on George Washington using key words and phrases

- Low-performing Students: Students create Four Square on George Washington by using a combination of dictating and drawing for each key detail.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories. (Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Reflection and Closing:

The teacher will close the lesson by having each group of students present their anchor charts on main topic and key details. The students will discuss as a whole group how finding the main idea and key details helped them to better understand the text.

Homework

Have students choose their own informational text to complete four-square organizer citing main ideas, key details, and closure.

Please see [Family Guide for Student Success](#) for additional ideas.

Handout 8.1: Four Square Writing Graphic Organizer

1.	2.
Topic Sentence	
3.	4.

Lesson 9: Writing in Response to Informational Text

Focus Standard: W.1.2

Additional Standards: RI.1.2, W.1.7, L.1.2, SL.1.1

Text(s): *A Picture Book of George Washington* by David Adler

Resources and materials:

- Completed Four Square anchor charts from Lesson 8
- Completed student Four Square organizers from Lesson 8 (Handout 8.1 Four Square Writing Graphic Organizers)
- Completed text feature anchor chart from Lesson 2
- Notebook paper
- Pencils
- Chart paper
- Markers

Lesson Target(s):

- Students will learn how to transfer notes into an informational writing piece.

Guiding Question(s):

- How can I put information I have gathered into my own words?

Vocabulary

Academic Vocabulary:

- Informational/explanatory text
- Facts
- Details
- Topic
- Labels
- Drawing
- Sketches
- Compose
- Closure
- Notes

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Review all words placed on the word wall.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Introduce the lesson target and guiding question.

Anticipatory Set/Introduction to the Lesson:

Model how to transfer the Four Square notes written about George Washington in the previous lesson into a well-formed paragraph.

- Take the main topic and model how to form a topic sentence that demonstrates the main idea of the text.
- Using notes, identify three details that support the main idea, generate sentences, and write them on the chart paper.
- Form a conclusion sentence that summarizes the main idea.

Activity 1: Review the Text

Review *A Picture Book of George Washington* with the students. Students Think-Pair-Share their thoughts on the main idea and key details from the text.

Activity 2: Guided Practice- Create Notes from the Text/Pre-Writing

Students work in differentiated groups to collect information from the text and record on **Handout 8.1 Four Square Writing Graphic Organizer**.

- High-performing Students: Students create a Four Square on George Washington using complete sentences.
- On-level Students: Students create a Four Square on George Washington using key words and phrases
- Low-performing Students: With assistance from the teacher, students create a Four Square on George Washington by using a combination of dictating and drawing for each key detail

Activity 3: Independent Practice- Transferring Notes from Four Square to Paragraph

Students work individually to transfer information from **Handout 8.1 Four Square Graphic Organizer** to a well-formed paragraph.

Activity 4: Adding Text Features

Direct students to refer to **Handout 3.1: Text Feature Anchor Chart** to add necessary text features to their informational writing piece. Students create an illustration that includes labels and/or a caption.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories. (Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Lesson Purpose and Student Outcomes Reflection and Closing:

Close the lesson by having each group of students present their anchor charts on main idea and key details. You may also ask a select number of students to share their rough draft paragraphs. Discuss as a whole group how finding the main topic and key details helped them to better understand the text and complete their writing task.

Homework

Have students choose their own informational text to complete four-square organizer citing main ideas, key details, and closure.

Please see [Family Guide for Student Success](#) for additional ideas.

Lesson 10: Editing and Revising an Informational Writing Piece

Focus Standard: W.1.5

Additional Standards: RI.1.2, W.1.2, L.1.2

Estimated Time: 60 minutes

Text(s): *A Picture Book of George Washington* by David Adler

Resources and Materials:

- Completed Four Square graphic organizers from Lesson 9
- Rough drafts from Lesson 9
- Handout 10.1: Article Checklist

Lesson Target(s):

- Students will understand that:
 - Growing writers work with peers and adults to revise their work by adding details (e.g., thoughts, feelings, actions). These details make their ideas clearer for the reader.
 - Revising is an ongoing process that provides writers with opportunities to clarify ideas and revisit sentence structure and word choice to improve their message.
- Students will be able to:
 - Generate a writing piece in response to a question or prompt.
 - Generate writing that is focused on a topic.
 - Revise writing based on suggestions from peers.
 - Analyze suggestions provided by peers and adults to make decisions on revisions.
 - Analyze suggestions provided by peers and adults to make editing decisions on capitalization, punctuation, and spelling.

Guiding Question(s):

- How can I put information I have gathered into my own words?

Vocabulary

Academic Vocabulary:

- Topic
- Detail
- Discussion
- Revise
- Edit
- Mental Image
- Draft
- Publish

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Review all words placed on the word wall.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
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Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Display and review this lesson target: Students will learn how to edit pieces of writing while utilizing self-check strategies as well as feedback from teacher and peers.

Anticipatory Set/Introduction to the Lesson:

Review necessary academic vocabulary: *revise* and *edit*. Alongside students, develop an anchor chart to assist with editing and revising their articles. See **Handout 10.1: Article Checklist**.

Activity 1: Peer Editing

Distribute drafts from Lesson 9. Direct students to do the following. Students will:

Disburse into groups and complete the following utilizing **Handout 10.1: Article Checklist** anchor chart.

- High-ability group: Students independently exchange papers and peer edit utilizing the article checklist anchor chart.
- On-level group: Students independently exchange papers and peer edit utilizing the article checklist anchor chart. Some teacher assistance may be necessary.
- Low-ability group: With teacher guidance, students exchange papers and discuss the article checklist as a group. Students will make peer edits with the assistance of the teacher.

After allotting time for peer editing, allow students to discuss edit suggestions within their groups and partners.

Activity 2: Revision

Students work independently to revise drafts according to peer and teacher edit suggestions. The students will produce a final rough draft copy that includes text feature developed in previous lesson.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.
- Students may arrange pre-constructed sentences to form a logical paragraph.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories.
(Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Lesson Purpose and Student Outcomes Reflection and Closing:

The teacher will review the **Handout 10.1: Article Checklist** anchor chart with students to reiterate what to look for when making edits and revisions.

Students will discuss with teacher as a whole group some of the revisions that were made to their writing pieces. Students will also ask any questions to clarify understanding.

Homework

See [Family Guide for Student Success](#) for suggested activities.

Handout 10.1: Article Checklist

1st Grade Explanatory/Informative Writing Checklist			
Check to make sure your writing contains:		Yes	No
	A topic sentence about your president is included		
	Includes key details about the president		
	A closing		
	Provides an illustration		
	Provides an additional text feature that gives new information		
	All complete sentences		
	Different types of sentences (varied sentences)		
	Standard end punctuation		
	Standard capitalization of proper names, dates, and sentence capitalization		

Lessons 11: Performance Task

Note: The lessons in this section should be completed in a small group setting so that students can work at their own pace. The time frame may vary depending on the individual needs of the classroom.

Focus Standard: W.1.7

Additional Standards: SL.1.1, W.1.2, RI.1.6, RI.1.2

Text(s): Various informational texts and articles on presidents; Audio informational texts on presidents

Resources and Materials:

- Handout 5.2: Main Idea and Key Detail Graphic Organizer
- Handout 8.1: Four Square Writing Graphic Organizer
- Handout 10.1: Article Checklist
- Handout 11.1: Performance Task Rubric
- Main Idea and Key Detail anchor chart (from previous lessons)
- Editing Checklist anchor chart (from previous lessons)
- Text Features anchor chart (from previous lessons)

Lesson Target(s):

- Students will compose a piece of writing that explains, informs, or describes in which the students name the topic, supply some facts about the topic, and provide a sense of closure.

Guiding Question(s):

- How does note taking help me to gather information?
- How do the main idea and key details help me understand an informational text?
- How do text features help me understand an informational text?
- What kind of information do I provide when writing an informational article?

Vocabulary

Academic Vocabulary:

- Research
- Data
- Facts
- Resource
- Note taking
- Organize
- Inquiry
- Investigation

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Review all words placed on the word wall.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
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- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Direct students to the guiding questions and lesson target and have a discussion.

Activities: See **Handout 11.1 Performance Task** for details on all activities.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.
- Students may arrange pre-constructed sentences to form a logical paragraph.
- Students may use audio books to assist with gathering information.
- Students can color code main idea and key details.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can attempt publishing their work individually while utilizing technology.
- Students may write an article that compares and contrasts the lives of two presidents.
- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories. (Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Reflection and Closing:

- ✓ Students will share their final products with the class upon completion.
- ✓ Students will individually conference with teacher to acquire feedback based on the rubric.

Homework

Please see the [Family Guide for Student Success](#) for further ideas.

Handout 11.1: Performance Task**Performance Task**

Specify the end-of-unit performance task and include the rubric that you will use to assess proficiency.

Teacher Instructions:

Students will take on the role of a reporter for *Scholastic News*, and this month the magazine is doing a special article on past presidents. As magazine writers, students will be guided by the teacher to research a president of their choice and write information about the president. With continued support of the teacher, they will organize information into various categories and write a magazine article that includes a main topic sentence followed by related key details, a conclusion, key vocabulary from the text, and an illustration (e.g., photographs, diagrams, charts, or graphs) that supports the main topic. Writers will also include another text feature that provides different information from their text to make their article more interesting. Finally, students will publish their article and share with fellow magazine writers.

Goal: Students will choose a president that interests them. The goal is for each student to write an article on a president that could be compiled into the class magazine. The students will compile their articles into one imaginary edition of *Scholastic News* and will be placed in the classroom library at the project's end.

Role: Students will take on the role of magazine writers for *Scholastic News*.

Audience: Their audience will be their first grade class and readers of the magazine.

Scenario: Students will act as magazine writers for *Scholastic News* and are trying to have their articles included in an upcoming edition.

Product: Students will create an informational article about a past president.

Standards Assessed: RI.1.2, RI.1.5, RI.1.7, W.1.2

Criteria for Success:

The article needs to include:

- A general statement about the topic
- Key details that include details about the presidents:
 - Early Life
 - Presidency
 - Later life
- A sense of a closure
- Accurate facts and information
- Vocabulary from the text
- Correct sentence structure, grammar, usage, and mechanics
- At least one text feature to make the article clearer

Student Directions:

- Choose a president you wish to study.
- Read (or listen to) books about this president.
- Write down important facts about the president's early life, presidency, and later life
- Organize these facts onto your graphic organizer. **(Handout 11.2)**
- Use the Four-Square graphic organizer to write your article about the president.
- Include the following in your article:
 - Topic Sentence
 - Key details about each category
 - A conclusion sentence that summarizes the article.
- Use vocabulary specific to the president from the texts you read.
- Include at least one illustration and one additional text feature

For training or questions regarding this unit,
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