



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

## 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-8<sup>th</sup> 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;"><b><u>Reading Standards</u></b></p> <p><b>Focus:</b></p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.5</b> 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><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Additional:</b></p> <p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.5</b> 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><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.6</b> 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
<b>Structure</b>	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.
<b>Topic/Idea development Introduces and organizes topic and ideas; provides key details</b>	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.
<b>Use of illustrations and other text features</b>	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
<b>Uses grade-appropriate conventions and grammar</b>	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><b>Anticipatory Set/Introduction to the Lesson: Guessing Game</b></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><b>Note:</b> 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 to 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” suggested activities 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 (or another segmenting words into syllables technique found [here](#)), ask the students to determine the number of syllables in the following words:

**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 waist -*phant*. Go in the following order: head, shoulders, waist, knees, toes, and back. That way there are enough body parts for a multi-syllable word.

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



**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 should read nonfiction informational texts, which they will do in the next lesson, because it will provide more information in different ways.

**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 in the context 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 a one way to complete a small group activity, but be sure to plan for an activity that will enable better your students to comprehend the text and understand the text features. For example, students who are on-level or low-performing could be asked to create a story web. Students who are have high-performing could be asked to retell a story from the point of view of the main character.

**High-performing Students**

Direct students to choose whether to 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 a character description using **Handout 1.2: Character Drawing** with another character other the main character. Think aloud why you drawing the character and including the details that you are including. Be sure to use the information from the text in the explanation boxes to create your drawing. Include actual words/phrase from the text in the explanation boxes 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 make this determination. Help students use the details to make their determination. 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 character that is not Grace.

- ✓ 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 students 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 write the main topic and multiple key details they read in the text.

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

The worksheet is structured as follows:

- At the top, there are two boxes, each labeled "Explanation".
- A horizontal line connects the right side of the left box to the left side of the right box. Below this line is the text "Draw your character here.", which serves as a central drawing area.
- From the bottom of each of these top boxes, a vertical line extends downwards to a second box, also labeled "Explanation".
- From the bottom of each of these second boxes, a vertical line extends downwards to a third box, also labeled "Explanation".
- Finally, a horizontal line connects the bottom of the leftmost box to the bottom of the rightmost box, forming a large rectangular frame around the bottom half of the page.
- Inside this bottom frame, centered, is a large box with the text "How would you describe your character?".

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