



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.

## 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	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Informational text</li> <li>• Illustration</li> <li>• Text feature</li> <li>• Main topic</li> <li>• Key details</li> <li>• Glossary</li> <li>• Captions</li> <li>• Labels</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing and discussion</li> <li><input type="checkbox"/> Students discuss using the words</li> <li><input type="checkbox"/> Students point to a picture within their own copy of a book/informational text when prompted by the teacher</li> </ul>
<p><b>In-ConTEXT Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use an <a href="#">anchor chart</a> to model how to use context clues to determine the meaning of words</li> </ul>
<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Medal</li> <li>• Military</li> <li>• Signs</li> <li>• Speech</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create movements to the words before reading so that they can act out during the reading</li> </ul>
Instructional Plan	
<p><b>Anticipatory Set/Introduction to the Lesson:</b></p> <p>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.</p>	

**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.

Great readers understand this: Fictional texts tell a story about imaginary people and events and an informational texts are nonfiction 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.

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?

Tell students they are going to learn more about the presidency through an informational text in this lesson. Write *nonfiction* and *informational text* on the board. Point out the word parts *non-* in *nonfiction* *information-* in *informational text*, and asks students what *information* means. Provide students with a kid-friendly definition of *information*.

**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](#).



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 and have them locate 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 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](#). 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 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.

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? Answer: 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? Answer: Barack Obama is in the photograph, and 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? Answer: 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? Answer: 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? Answer: 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? Answer: 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? Answer: Barack Obama is in the photograph, and 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? 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.
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? Answer: Signs means to write your name on something in this context.
7. How does the picture help you learn the meanings? Answer: It shows the action of signing and includes a label.
8. Locate and explain how another example of 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? Answer: Signs means to write your name on something in this context.
4. How does the picture help you learn the meanings? Answer: 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.

Lead the class to gather back together, and have the partner groups share the differences they found.

**Activity 5: Showing Mastery of the Standard**

Tell students that 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, have them explain/write a new main topic and reasons why they think that topic is the main topic.

**Homework**

At home, locate an informational text at home (newspaper, magazine article, 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](#) 1<sup>st</sup> 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

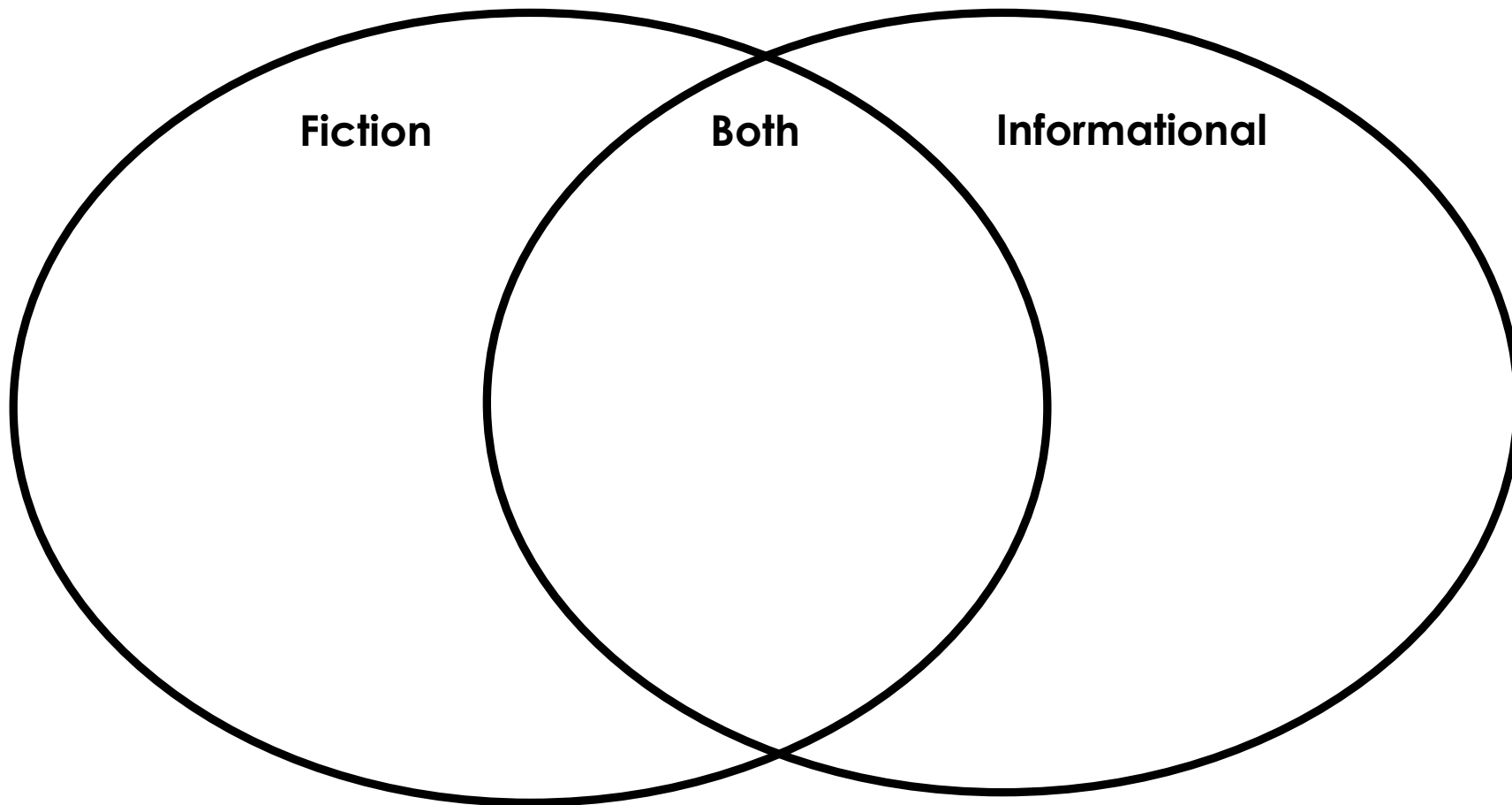
<b>Fiction</b>	<b>Informational</b>
<b>Both</b>	illustrations
photos	setting, characters, and events are imaginary

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.

<b>Lesson Targets:</b>		
1. Identify text features.		
2. Explain how text features help readers.		
<b>Student Name</b>	<b>Target 1</b>	<b>Target 2</b>
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.

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