



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-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.

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 also 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 just 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 and 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 using end punctuation for sentences and capitalizing names and dates. Ask students to find an elbow buddy and refresh his/her memory of 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 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

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](#).

For training or questions regarding this unit,
please contact one of the following:

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