



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 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	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Informational/explanatory text • Facts • Details • Topic • Labels • Drawing • Sketches • Compose • Closure • Notes 	<p>Instructional Strategies for Academic 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
<p>In-ConTEXT Vocabulary: Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.</p>	<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

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.

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

Dana R. Danis, ELA Content Specialist,
English Language Arts
ddanis@mdek12.org

Ashley Kazery, English Language Arts
Professional Development Coordinator
ashley.kazery@mdek12.org

Dr. Felicia Jackson-Stewart, English Language Arts
Professional Development Coordinator
fstewartjackson@mdek12.org

Barbara Trivelli-Bowen, English Language Arts
Professional Development Coordinator
btbowen@mdek12.org