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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



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	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Research • Data • Facts • Resource • Note taking • Organize • Inquiry • Investigation 	<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:</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

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,
please contact:

exemplarunit@mdek12.org