

Lesson Guidance	
Grade	1
Unit	1
Selected Text(s)	<ul style="list-style-type: none"> Review and Reteach Period + End of Module Task
Duration	4 days

Plan with guidance from the [*ELA Instructional Expectations Guide*](#)

Learning Goal(s)

What should students understand about today's selected text?

- Recall cultural details from a country previously learned about.
- Write a narrative detailing imagined travel to that country including:
 - Where you visit.
 - What did you experience?
 - What you do.
 - What you learned.
- Share narrative in a writer's theater experience.

CCSS Alignment

Priority Standards:

Reading: Literature

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.2](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Craft and Structure:

[CCSS.ELA-LITERACY.RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading: Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing

Text Types and Purposes:


[CCSS.ELA-LITERACY.W.1.3](#) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.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



	<p>Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
 WIDA Alignment	<p>Supporting Standards: Review Supporting Standards - Module 4</p> <p>ELD-LA.1.Inform.Expressive Construct informational texts in language arts that describe a new culture they have learned about through noun/pronouns to add description and precision that answer questions about what something is like.(e.g.; I experienced _____[type of food, clothes])</p>
Naviance	<p>This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Discuss the jobs found In the text.</p>
End of lesson task <i>Formative assessment</i>	<p>Assessment: End of the Unit Performance Task - The World <u><i>Performance Task 4: The World</i></u> You have done a lot of hard work sharing what you have learned with the extraterrestrial family about your neighborhood, your state, and your country. The extraterrestrial family is interested in learning about cultures outside of the United States as well. You know that you still have a lot to learn about other cultures, but you want to share stories with them that will help them understand the experience of another culture. Choose one country that you have learned about and write a story about what it would be like to visit that country and what you would do while you are there. Your story should include where you are visiting, what you experience, what you do, and what you learned about the country you visit.</p> <p>Priority Standards:</p>



Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
RL.1.2	Create - 4	W.1.3	Apply - 4	SL.1.1	Create - 4	L.1.6	Apply - 2
RI.1.3	Create - 4	W.1.7	Create - 1	SL.1.4	Analyze - 3		
RL.1.4	Create - 4						

Foundational Standards: RF.1, RF.2, RF.3, RF.4

Supporting Standards: RL.1.5, RI.1.6, RI.1.7, RL.1.7, RI.1.9, W.1.6, SL.1.2, SL.1.5, L.1.1, L.1.2, L.1.3, L.1.4, L.1.5

Authentic Performance Task 4 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
<p>All "Goal" criteria <i>plus</i>:</p> <ul style="list-style-type: none"> The student connects the story with some details regarding what happened, signal words, providing a sense of closure. 	<ul style="list-style-type: none"> The student includes the following in their narrative writing: where they are visiting what they experience what they do what they learned about the country that they are visiting 	<ul style="list-style-type: none"> The student includes up to three of the following in their narrative writing: where they are visiting what they experience what they do what they learned about the country that they are visiting 	<ul style="list-style-type: none"> The student shows little to no understanding of the task at hand. Task to be completed after re-teaching. Comments:

Knowledge Check

What do students need to know in order to access the text?

Background Knowledge:

Review the anchor chart and compare/contrast chart from Module 4

- Review the cultural differences and connections

Key Terms

Review Key Terms taught in lessons 4.1, 4.2, and 4.3

Foundational Skills Connections

Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The [foundational skills integration document](#) will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.

Vocabulary Words *(words found in the text)*

N/A



ELD Instructional Practices for Vocabulary: Use the [Card Sort strategy \(examples\)](#)

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
 - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
 - (2) “student-friendly” definitions
 - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
 - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#), or [Frayer Model](#) activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text

Enduring Understanding: Cultures around the world all have similarities and differences; people can connect to each other despite cultural differences.

Opening Activity:

- *Based on formative assessment, review and reteach using selected texts.*

Content Knowledge:

Review modules 4.1, 4.2, and 4.3



[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Round Robin](#) is a discourse structure designed for generating and developing ideas in a group brainstorming setting. It relies on an interactive process building off consecutive contributions by each participant.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.



Shared Reading:

Engaging with Texts:

Performance Task Completion Days

Over three days, students will plan and complete their own narrative writing piece. Students should have time to plan, edit, write, illustrate and share their final products.

- Students will use their organizers from Module 4.3 to begin to plan their story structure.
- Students will need to use their graphic organizers to create their narrative writing story structure. Their writing must include: where they are visiting, what they will experience there, what they will do there, and what they learned about the country they visit.
- Chunk these steps and model each one for the class.
- Allow time in the schedule to have students complete a draft copy, peer review, review with the teacher, and a final copy.

Discourse:

- Use Turn and Talks for the student planning process:
 - Tell your partner what culture you are learning about. Possible guiding questions and prompts:
 - What country are you writing about?
 - What is the most interesting thing to you about the other culture?
 - What are some things that you can see/ do in this country?
 - What are some things that you may experience in this country?
 - Tell your partner what you really want a person from the other country to know about your culture. What would you teach them? Why?

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[ELD Scaffolds](#)

ELD Instruction:

Review ELD focus areas as needed based on content retaught/reviewed

- **Heavy Support:** In small groups, parallel to or after the class read-aloud, narrative template organizer with specific headings instead of leaving it open-ended (e.g.; I am visiting _____[country]; I experienced _____[type of food, clothes]; I went/did _____[activity, place]; Facts I learned are _____.) Highlight key nouns.
- **Moderate/Light Support:** During practice and applying skills, encourage students to use expressions and sentence structures to describe a new culture they have learned about through nouns/pronouns. Display them throughout the class and provide opportunities for students to use them authentically (e.g., Facts, I learned about _____[country] are _____)

Small Group Reading Instruction:

- *Based on formative assessment, review and reteach using selected texts.*
- *Based on formative assessment, review and discuss selected topics.*

Formative Assessment:

Assessment: End of the Unit Performance Task - The World

Performance Task 4: The World You have done a lot of hard work sharing what you have learned with the extraterrestrial family about your neighborhood, your state, and your country. The extraterrestrial family is interested in learning about cultures outside of the United States as well. You know that you still have a lot to learn about other cultures, but you want to share stories with them that will help them understand the experience of another culture. Choose one country that you have learned about and write a story about what it would be like to visit that country and what you would do while you are there. Your story should include where you are visiting, what you experience, what you do, and what you learned about the country you visit.

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ELD Scaffolds

- Provide a completed sample for students to emulate.
- If helpful, include a narrative template that includes relevant sentence stems for students to use.
- When identifying content or concepts to review, determine whether it is the content or the language with which students may struggle. (Example: If a student does not respond to the prompt, *what are some examples of What is liberty?*, ask them, in their home language if possible, to point to pictures of the neighborhoods.. If they respond correctly, it is likely they understand the concepts but have trouble communicating them verbally in English.)


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Optional Extension Activity:

N/A

Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	Saxon (Alignment to the core resource) Foundations (Alignment to the core resource) Foundational Skills Integration Resource Sounds First: Phonemic Awareness Weeks 1-10 Sounds First: Phonemic Awareness Weeks 11-24 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Fluency	Fluency Protocols
Sentence Comprehension	<i>Using formative data, use a text to reteach or enrich.</i>
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
 ELD Practices	<ul style="list-style-type: none"> • English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none"> • Review and discuss similarities- (Speak/illustrations/eat, etc.) • Review and discuss differences- (Speak different language/Draw using different drawing utensils/kind of food) • Allow students to work in pairs to create their graphic novels and letters • Make sure to check in to redirect, guide and give constructive feedback • Provide a bank of headings for each graphic novel section to help students narrow down what they will draw in each frame. • Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, and places that Lucia walks to in the beginning, middle, and end (first, next, then, and last) of the story. • Before beginning the task, review signal words that help students identify the order of events in a story • To complete formative assessment, use sentence frames, and word banks when appropriate to assist students with writing ideas • To complete formative assessment, allow students to dictate their responses • Provide students who may need additional support completing the task, with a pre-filled outline • To further modify the assessment, provide students with pre-printed



	<p>images from the text and allow them to place them in order of which they happened in the story</p> <ul style="list-style-type: none">• Before completing the formative assessment, review similarities and differences of the two cultures (their own culture and the culture in the text)• During the formative assessment, break the task into smaller steps<ul style="list-style-type: none">◦ Have students focus on one set of frames at a time• During the formative assessment, assist students with the development of sentences to support their frames of a graphic novel.• During the formative assessment, provide students with sentence starters/frames when appropriate• During the formative assessment, allow students to dictate responses
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access