

Lesson Guidance 2.5	
Grade	1
Unit	2
Selected Text(s)	Review and Reteach Period + End of Unit Task 5 Steps to Drawing Sea Creatures by Amanda Stjohn (Epic)
Duration	3 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Imagine, draw, describe in writing, and discuss a mythical sea creature, using gained knowledge.

CCSS Alignment

Priority Standards:

Reading: Literature

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#) Ask and answer questions about key details in a text.

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

Reading: Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

Craft and Structure:

[CCSS.ELA-LITERACY.RI.1.4](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Writing

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.1.2](#) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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:

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.



	<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 VocabularyAcquisition 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>								
	<p>Supporting Standards: Review Supporting Standards - Module 2 plus: RI.1.7; SL.1.2</p>								
<div> WIDA Alignment</div>	<p>ELD-LA.1.Inform.Expressive Construct informational texts in language arts that design and illustrate a mythical creature that lives underwater through noun groups that includes characteristics with facts, definitions, and relevant details about your mythical creature (e.g., The [creature name] lives in a _____(freshwater /saltwater) biome because...)</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 text.</p>								
<div>End of lesson task <i>Formative assessment</i></div>	<p>Task 2: Welcome to the sea, explorers! You have learned so much about the ocean and the fictional and real creatures that call it home. We also got to meet some surprising and sometimes scary water-dwelling friends. Using your knowledge of the ocean, design and illustrate a mythical creature that lives underwater. You will need to create a descriptive booklet to introduce your creature to your classmates. Your booklet should include at least three different descriptions of the creature, using language that appeals to the senses and/or conveys emotion. Share your creature with your peers and answer their questions about your creature.</p> <p>Priority Standards:</p> <table><tr><td>Reading Standard</td><td>DOK</td><td>Writing Standard</td><td>DOK</td><td>S&L Standard</td><td>DOK</td><td>Language Standard</td><td>DOK</td></tr></table>	Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK		



RL/RI.1.1	4 - Analyze	W.1.2	4 - Create	SL.1.1	3- Apply	L.1.6	4 - Apply
RL/RI.1.2	1- Understand	W.1.7	2 - Create	SL.1.4	3- Analyze		
RL/RI.1.3	2- Apply						
RL/RI.1.4							

Foundational Standards: RF.1.3, RF.1.4, RF.1.1

Supporting Standards: SL.1.2, SL.1.3

Authentic Performance Task 2 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
<p>All "Goal" criteria <i>plus</i>:</p> <ul style="list-style-type: none"> Provides several key details about the creature beyond descriptors that appeal to the senses and/or convey emotion, like where it comes from, what it does, etc. 	<ul style="list-style-type: none"> Introduce the creature to peers using at least 4 pieces of descriptive language that appeals to the senses and/or conveys emotion. 	<ul style="list-style-type: none"> Introduces creature and describe it. Meets 3 of the "Goal criteria." 	<ul style="list-style-type: none"> Introduces creatures. Meets fewer than 3 "Goal" criteria Task to be repeated after re-teaching Comments:

Knowledge Check

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

Background Knowledge:

- Review all knowledge gained throughout the module around sea creatures (real and fictional) and their habitats.

Key Terms

Review Key Terms taught in lessons 2.1, 2.2, 2.3 and 2.4

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)*

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



ELD Instructional Practices for Vocabulary: Use the [Frayer Model strategy](#) ([Frayer Model](#))

“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: Creatures that live in water have adapted to their habitats and surroundings.

Opening Activity:

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

Content Knowledge:

- Imagine, draw, describe in writing, and discuss a mythical sea creature, using gained knowledge.



[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Clarifying Bookmark](#) supports metacognitive development and monitors their comprehension skills.
 Clarifying Bookmark Chart
- 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:

- Have students engage in a picture walk for the purpose of seeing all of the different ocean (saltwater) animals. Ask students to describe the ocean animals and habitats illustrated.
- Set the purpose for reading: tell students that they will be reading an informational text entitled [How Deep in the Ocean? Ocean Animal Habitats](#) to better understand how an animal's habitat helps them to survive.

Discourse:

- The (*insert the name of the creature*) lives in a freshwater or saltwater biome because... encourage students to describe how the habitat meets the needs of their creature.
- The (*insert the name of the creature*) behaves... eats...has a keen sense of...
- The (*insert the name of the creature*) could be described as.... Because...

Small Group Reading Instruction:

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

ELD

[ELD Scaffolds](#)

Review other ELD focus areas as needed based on content retaught/reviewed and student needs

- **Heavy Support:** In a small group model and practice using noun groups (e.g. [The \[creature name\]](#) lives in a _____([lake](#), [ocean](#))). Invite students to draw each portion of the informational book and then use noun groups to explain their drawings. Support students in sharing their ideas orally using noun groups.
- **Moderate/Light Support:** During discourse, teach students expressions and sentence structures to use nouns to retell the key details about the story. Display them throughout the class and provide opportunities for students to use them authentically. (e.g. [The \[creature name\]](#) could be described as _____ because _____.)

Formative Assessment:

Task 2:

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ELD

[ELD Scaffolds](#)

- Provide a template and completed sample of the informational book and that includes an illustrated word bank of relevant vocabulary.
- When identifying content or concepts to review, determine whether it is the content or the language with which students may struggle (e.g., If a student does not respond to a prompt, translate it with any means possible such as Google Translate. If they respond in a way that may signal comprehension, it is likely they understand the concept but have trouble communicating verbally in English).

Optional Extension Activity:

N/A

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills	Saxon Foundations Foundational Skills Integration Resource Sounds First: Phonemic Awareness Resource Weeks 1- 10 Sounds First: Phonemic Awareness Resource 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>



Additional Supports for End of Unit Task

ELD

[ELD Practices](#)

- [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](#)

- Based on students' needs, explicitly review and reteach any concepts not mastered during this module, discuss key details from each text
- Use a graphic organizer to assist students with capturing important details from the texts.
- Assign roles for students to ensure they participate in the small group discussion, frequently check in to provide feedback.
- Provide opportunities to review and prepare information required to complete the formative task.
- During reading, pause and ask standards based questions to check for student understanding
 - Who is in the story?
 - What happened after/before/when ___?
 - Where does the story take place?
 - Why did ___ say/do ___?
 - What do you wonder about ___?
 - What problem is the character facing?
 - How does the character resolve/solve the problem?
 - What important event(s) happened at the beginning of the story? the middle? the end?
 - What lesson did the author teach the reader?
 - How are the characters different at the end of the story than the beginning?
 - What is an important detail from the text?
 - What do you think ___ means?
 - What questions do you have about this word?
 - What words do you not understand?
 - What do you do when you get to an unknown word?
 - What is an important idea from the text?
 - What words and pictures helped you understand the important idea?
 - What key ideas are described in the pictures? Words? Both?
- During discourse, provide students with sentence frames/ started to guide academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task and grasps the content
- Prior to completing the formative assessment, review ocean habitats, discuss the characteristics of animals and plants found in each body of water.



	<ul style="list-style-type: none">• During the formative assessment, allow students to describe their sea creature.<ul style="list-style-type: none">○ As they are describing their creature, take notes and ask questions to elicit more descriptive details.○ Encourage students to use lots of adjectives (ie How does the creatures' body look? Is it round?, slim? short? Does it have fins? or smooth skin?) when needed provide extra support by giving more intensive options (ie. my creature is (tall/short),etc.) If possible give students a word bank of adjectives• During the formative assessment, support students transfer information from note catcher into a drawing.<ul style="list-style-type: none">○ Provide one feature at a time, starting with the biggest feature (ex. body, head, etc.)• During formative assessment, provide an outline, word bank and sentence frames to support with developing a booklet describing your creature.• During formative assessment, allow students to dictate their responses
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access