

Lesson Guidance 2.1	
Grade	1
Unit	1
Selected Text(s)	Pennsylvania
Duration	2 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Recall information from the text in order to identify cities or towns within the state of Pennsylvania and key facts about its history and culture.

CCSS Alignment

Priority Standards:

Reading: Informational Text

Key Ideas and Details:

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

[CCSS.ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

Speaking and Listening

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.

Supporting Standards:

Reading: Informational Text

Craft and Structure:

[CCSS.ELA-LITERACY.RI.1.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

*****Foundational and Conventions of Language Skills** should be utilized in conjunction with lesson texts and matched to the scope and sequence of phonics programs.****

Suggested **Foundational Skills**





Print Concepts:

[CCSS.ELA-LITERACY.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-LITERACY.RF.1.1.A](#) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:



	<p>CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See CCSS Alignment for specific sub-standards RF.1.2.A-D in accordance with SDP  Learning Progressions 1st Grade)</p> <p>Language: Conventions of Standards English: CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS Alignment for specific sub-standards L.1.1.A-J in accordance with SDP  Learning Progressions 1st Grade)</p> <p>CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See CCSS Alignment for specific sub-standards L.1.2.A-E in accordance with SDP  Learning Progressions 1st Grade)</p>
 WIDA Alignment	<p>ELD-LA.1.Inform.Expressive Construct informational texts in language arts that describe attributes and characteristics with facts, definitions, and relevant details through compound sentences to add details (e.g, Pennsylvania has the Liberty Bell, and it has a chocolate factory..)</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>
<p>End of lesson task <i>Formative assessment</i></p>	<p>Assessment:</p> <ul style="list-style-type: none">● Completed maps:<ul style="list-style-type: none">○ Students should have a completed cover page and a map labeled with Wellsboro, Puxatawny, and Allentown.○ Students should also have a fact for each location on their lined paper. <p>Directions for assessment:</p> <ul style="list-style-type: none">● Create a map book of Pennsylvania - Distribute a blank map of the U.S.<ul style="list-style-type: none">○ Guide students to label Pennsylvania.<ul style="list-style-type: none">■ This will become the cover page.● Distribute a blank map of Pennsylvania. (Labeled Map)<ul style="list-style-type: none">○ First, guide students to label Philadelphia. Then guide students to label Wellsboro, Punxsutawney , and Allentown. (Use the map on page 36 for reference)● Distribute lined paper divided into 2 sections, top, and bottom.<ul style="list-style-type: none">○ On the top half of the lined paper have students write one fact about each location learned from the text.● Have students store the cover page, map, and lined paper in a construction paper folder.



Knowledge Check

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

Background Knowledge

- Tell students we have learned about our neighborhood, our city, and now we will learn about our state, Pennsylvania.
- Ensure students know what a state is. Many cities and towns make up a state, just as many neighborhoods make up a city.
- [Show image of USA](#), highlighting Pennsylvania

Key Terms

- MainTopic/ Idea
- Key Details
- Description of events
- Text Features

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)*

- pre-teach: Pennsylvania
- Define while reading: canyon, gorge, plateau, waterfall, festival



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

“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: Our state of Pennsylvania consists of an ample history and many points of interest.

Opening Activity:

In order to establish background knowledge, teachers will need to continue to build on the knowledge students have learned about the city of Philadelphia. Use the existing KWL chart created and extend knowledge of the city of Philadelphia to the larger state of Pennsylvania.

- Tell students we have learned about our neighborhood, our city, and now we will learn about our state, Pennsylvania.
- Ensure students know what a state is. Many cities and towns make up a state, just as many neighborhoods make up a city.
- [Show image of USA](#), highlighting Pennsylvania
- [Printable map of Pennsylvania](#)

Content Knowledge:

- Recall information from the text in order to identify cities or towns within the state of Pennsylvania and key facts about its history and culture.
- Recall information with a text
- Identify cities and towns

ELD

[ELD Scaffolds](#)

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

- [“Talk moves”](#) are ways the teacher can facilitate the progression of a discussion amongst students without being the one doing all the talking.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Share the Purpose:

- Using chart paper, create the beginnings of a class web on Pennsylvania
- Introduce this module’s performance task to the class. Explain that as we read, we will add to the web which will be the foundation of their task.
- Preview the Table of Contents
 - Explain what a table of contents is
 - Explain what a chapter is

Read the Text: Read Aloud - Teacher reads the text to/with students:

- Read pages 1- 11
 - Add facts to the web.
 - Think, “What facts about Pennsylvania would I like to share with the extraterrestrial family?”
- Stop at key points to ask text-dependent questions. Example:
 - What is an important detail from the text?
 - What do you wonder about?

Practice and apply skills: students will:

- Create a map book of Pennsylvania - Distribute a [blank map of the U.S.](#)
 - Guide students to label Pennsylvania.
 - This will become the cover page.
- Distribute a blank map of [Pennsylvania](#).
 - First, guide students to label Philadelphia. Then guide students to label Wellsboro, Puxatawny, and Allentown. (Use the map on page 36 for reference)

- Distribute lined paper divided into 2 sections, top, and bottom.
 - On the top half of the lined paper have students write one fact about each location.
- Have students store the cover page, map, and lined paper in a construction paper folder.

Discourse:

- Use turn and talk, and ask students to share facts they learned about Pennsylvania from the text.
- Provide opportunities for students to think about and ask questions about the text.
- Use language frames to support discourse. Example:
 - Telling the extraterrestrials about _____ is important to their knowledge of Pennsylvania because _____.
 - My favorite city so far is _____ because _____.

ELD Instruction:

ELD

ELD Scaffolds


- **Heavy Support:** In small groups, parallel to or after the class read-aloud, invite students to use the sentence frames to complete the daily map book: (Hershey's Chocolate World) is in _____ (Hershey), **and** they make _____ (chocolate) there..
- **Moderate/Light Support:** Encourage students to use compound sentences when completing the

daily map book. (e.g., for, and, nor, but, or yet, so,)  (example)  (e.g., Harrisburg is the capital of Pennsylvania, but the Liberty Bell is in Philadelphia)

Small Group Reading Instruction:

Based on student needs, teachers can meet with small groups of students in order to support students with formative assessment or targeted learning goals.

and/or

Based on student needs, teachers can use  Learning Progressions 1st Grade to differentiate instruction in order to:

- Develop and strengthen Foundational Skills
- Develop and strengthen Conventions of Language Skills

Formative Assessment:

Assessment:

- **Completed maps:**
 - Students should have a completed cover page and a map labeled with Wellsboro, Puxatawny, and Allentown.
 - Students should also have a fact for each location on their lined paper.

Directions for assessment:

- Create a map book of Pennsylvania - Distribute a [blank map of the U.S.](#)
 - Guide students to label Pennsylvania.
 - This will become the cover page.
- Distribute a [blank map of Pennsylvania](#). ([Labeled Map](#))
 - First, guide students to label Philadelphia. Then guide students to label Wellsboro, Punxsutawney, and Allentown. (Use the map on page 36 for reference)
- Distribute lined paper divided into 2 sections, top, and bottom.
 - On the top half of the lined paper have students write one fact about each location learned from the text.

- Have students store the cover page, map, and lined paper in a construction paper folder.

ELD

ELD Scaffolds

- Include a word bank and illustrations when possible.



(examples)

- Provide a completed sample for students to emulate.
- Use Turn and Talk-: I see..., I think..., I wonder... to guide in the conversation in reference and in conjunction with the formal assessment

Optional Extension Activity:

Students can draw a picture and write about a Pennsylvania city or town they have learned about and would like to visit.

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


Sentence Comprehension: Focus on syntax.

Sentence: *Food plants make chocolate, bread, cookies, and pretzels.*

- Guiding Question: How can sentences give information?
 What is this sentence about? *Food plants, or factories that make food. A plant can also be something that grows from the ground.*
 What do they make in plants? *chocolate, bread, cookies, and pretzels; these are examples of food*
 Why is this included in this text? *These food plants are in Pennsylvania; the author is giving us information about what foods are made in Pennsylvania.*
 Speaking and Writing connection: What is something you know a lot about? What examples can you give of it? _____ (example 1), _____ (example 2), and _____ (example 3) are



	<i>examples of _____(category). (Apples, bananas, and oranges are examples of fruits.)</i>
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
 <u>ELD Practices</u>	<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
<u>SpEd Practice</u>	<ul style="list-style-type: none">• Pre-teach new and unfamiliar vocabulary<ul style="list-style-type: none">◦ When possible, pair vocabulary with visuals to aid in student understanding• Prior to engaging with the text, pre-assign students questions, or topics, to focus on while reading/ listening to increase student focus and encourage participation<ul style="list-style-type: none">◦ Ensure that students understand that the information assigned to them will be asked of them during the lesson• During read aloud have students take notes, break the graphic organizer into sections based on the title (see table of contents) as you identify important facts by adding to class web, encourage students to add notes/images to their own graphic organizer• When important information is presented in the text, ensure students understand information, ask questions and clarify any misunderstanding.• When working in small groups provide prompts (images, sentence starters, etc.) to assist students in participating in conversation<ul style="list-style-type: none">◦ Provide frequent check-ins and constructive feedback to guide dialogue• Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, 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 images from the text and allow them to place them in order of which they happened in the story



MTSS Practices

Practices to promote Tier 1 access

Enrichment Practices

Practices to promote Tier 1 access