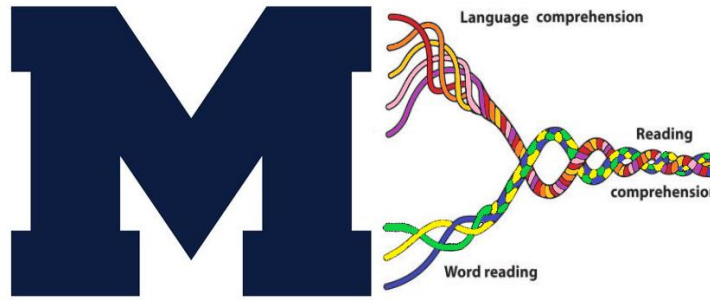




FIRST GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #2: Me on the Map</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Essential Questions		
<p>Factual—</p> <p>What is your current address?</p> <p>What city, state, and country do you live in?</p> <p>What states and countries are closest to where we live?</p>	<p>Inferential—</p> <p>Why do students from different addresses attend the same school?</p> <p>Why do some students attend other schools in the same city?</p> <p>What is a location we could get to by walking?</p> <p>Where could we go that would require driving? Where could we go that would require flying or sailing?</p>	<p>Critical Thinking-</p> <p>What is the benefit of attending school close to where you live?</p> <p>If you could live in another city, state, or country where would it be? Why?</p>
Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
room, house, street, special	map, state, country, world, Earth	Marietta, Georgia
Science of Reading Strategies		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Use the pre-populated Fluency Grids to practice complex terminology related to this unit. Creating new grids by substituting other geographic terms as desired: <i>city, state, country, continent, map</i> <i>north, south, east, west, direction, travel</i></p>	<p>Phonics Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 4 Phonics and Spelling to use Sound Boxes w/Phoneme-Grapheme Mapping (p. 28-29) to explore the one-syllable words (<i>north, state, map, world, street, Cobb</i>) and Syllaboards w/Syllable Spelling (p. 31-32) to explore multisyllabic words (<i>Marietta, Georgia, county, United, America</i>) from this unit.</p>

Assessments

Formative Assessment(s):

Description: Where I Live (with labels)

1. Print a copy of the [Where I Live](#) document for each student and display to provide instructions.
2. Model the process using Cobb County as an example of how to match up the label and image then place them together in the correct box.
3. Allow students to work individually, with a partner, or in a small group depending on learner profile and choice.

Standards:

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Summative Assessment(s):

Description: Where I Live (without labels)

1. Print a copy of the Where Do I Live document for each student and ensure directions are clear.
2. Students should complete the graphic organizer first then use that information to complete the fill in the blank sentences.
3. Scaffold the amount of support provided to each student based on language proficiency and readiness.

Standards:

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Writing Task and Rubric:

Description: Location Opinion

1. After reviewing the class's current, city, state, and country, present students with the following prompt: *Surprise! You have been given unlimited money and assistance to move anywhere in the world you would like to live. If you could live in any other city, state, or country where would you live? Why? Describe the trip it would take to move there.*
2. Students should use their labeled maps from earlier in the unit and any other resources you provide to choose a location and describe the route from their current location.

Standards:

ELAGSE1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELAGSE1L6: 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

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L o c a t i o n	I d e n t i f i c a t i o n	I d e n t i f i c a t i o n	I d e n t i f i c a t i o n	D e s c r i b e r i o n
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O p i n i o n	S u p p o r t s c h o i c e o f lo c at io n w	S u p p o r t s c h o i c e w i t h o n e r e	St at e s a n o p i n i o n b u t d o e s n o t	D o e s n o t s t a t e a n o p i n i o n

it h m u l t i p l e r e a s o n s i n c l u d i n g s o m e u s e o f g e o g r a p h i c t e r	a s o n t h a t u s e s g e o g r a p h i c t e r m s (c l o s e r t o a n o c e a n, w a r m	s u p p o r t w i t h a r e a s o n	
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<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> 1. Create or gather blank outline maps of the classroom and school. 2. Print off blanks Marietta, Georgia, USA, and world maps. 3. Collaboratively use labels and color to show each student's location on each of the 6 maps. 	
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Recommended High Quality Complex Text By Lexile Band

Me on the Map - (District provided)
 Beginner World Atlas - (District provided with previous transdisciplinary unit)
 America the Beautiful - (District provided with previous transdisciplinary unit)
 This Land is Your Land - (This book can be found in Media Centers and at <https://getepic.com>)