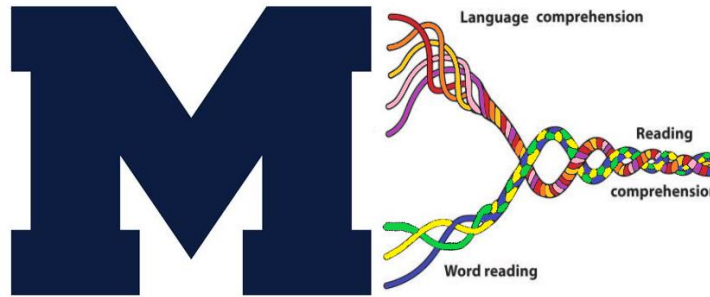




FIRST GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #4: Stories of Patriotism, Perseverance, and Citizenship</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.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Essential Questions

<p>Factual—</p> <p>Where and when did the topic figure live?</p> <p>What led the topic figures to take the actions they did?</p> <p>What happened as a result of their actions?</p>	<p>Inferential—</p> <p>How did other people’s perceptions and actions affect the topic figure?</p> <p>What allowed the topic figure to overcome whatever setbacks they encountered?</p>	<p>Critical Thinking-</p> <p>How would the topic figure’s life have been different if they were born in another place or time?</p> <p>What are other ways they could have responded and how would the outcomes have been different?</p>			
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>			
<p>together, park, school, then, now</p>	<p>explore, interpret, environment, segregation, integration</p>	<p>translator, expedition, territory, president, conservation</p>			
<p>Science of Reading Strategies</p>					
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Oral Language Strategy</p> <p>Provide students with sentence stems from Tool 2 Oral Language strategies related to the content for partner and whole group discussions. Example include:</p> <p>___ had to ___ because ___.</p> <p>We have ___ because ___ was able to ___.</p>	<p>Vocabulary Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 5 Vocabulary to guide students to create a Frayer Model (pp. 13-15) for new vocabulary that is key to understanding the main idea of a text.</p>			
<p>Assessments</p>					
<p>Formative Assessment(s):</p> <p>Description: Expanding Vocabulary</p> <p>1. After reading the first book in this unit, have them categorize important vocabulary into domains including those shown below.</p> <table border="1" data-bbox="546 1246 2166 1374"> <tr> <td data-bbox="546 1246 1117 1374"> <p>Time <i>Example: years, ago</i></p> </td> <td data-bbox="1117 1246 1655 1374"> <p>Identity <i>Example: men, Black</i></p> </td> <td data-bbox="1655 1246 2166 1374"> <p>Occupation <i>Example: president, interpreter</i></p> </td> </tr> </table>			<p>Time <i>Example: years, ago</i></p>	<p>Identity <i>Example: men, Black</i></p>	<p>Occupation <i>Example: president, interpreter</i></p>
<p>Time <i>Example: years, ago</i></p>	<p>Identity <i>Example: men, Black</i></p>	<p>Occupation <i>Example: president, interpreter</i></p>			

2. For each subsequent book, challenge students to first come up with sentences retelling the most recent book using vocabulary gathered from previous readings.
3. After creating their sentences, students should add vocabulary from the most recent book to their chart.

Standards:

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

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Summative Assessment(s):

Description: ReadWorks “Legend of Betsy Ross”

1. Provide students with a copy of the passage and read the text aloud.
2. In small groups or one-on-one, read the questions to students for them to answer. Differentiate support by having students use approximate spelling or dictation of the constructed response questions.

Standards:

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

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Writing Task and Rubric:

Description: Profile of Perseverance

1. Have students select another figure from this unit and create a T-Chart similar to the one in the Berger Framework for *The Story of Ruby Bridges*.
2. Students should use their completed chart to draft an informational essay explaining the setbacks that the figure they chose encountered and how they responded to them. Provide students with the [Information Writing Checklist](#) while working and score their final products using the [Information Writing Rubric](#).

Standards:

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Objective or Content	Learning Experiences	Differentiation Considerations
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<p>Building Background Knowledge Through The Berger Framework</p>	<p>Berger Framework: <i>The Story of Ruby Bridges</i></p> <p>Berger Framework: <i>What To Do About Alice?</i></p> <p>Berger Framework: <i>The Camping Trip That Changed America</i></p> <p>Berger Framework: <i>Lewis and Clark - A Prairie Dog for the President</i></p>																																																																																																																	
<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p>Use Lewis and Clark Expedition: Interactive Map to explore the explorers' expedition in more detail.</p>																																																																																																																	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Have students select one of the historical figures from this unit to compare and contrast with their own life. Categories for comparison could include</p> <table border="1" data-bbox="633 695 842 1345"> <tr> <td></td> <td>F</td> <td>C</td> <td>H</td> <td>T</td> <td>C</td> <td>R</td> </tr> <tr> <td></td> <td>o</td> <td>l</td> <td>o</td> <td>r</td> <td>o</td> <td>e</td> </tr> <tr> <td></td> <td>d</td> <td>o</td> <td>m</td> <td>a</td> <td>m</td> <td>r</td> </tr> <tr> <td></td> <td></td> <td>h</td> <td>s</td> <td>s</td> <td>u</td> <td>e</td> </tr> <tr> <td></td> <td></td> <td>i</td> <td>n</td> <td>p</td> <td>a</td> <td>t</td> </tr> <tr> <td></td> <td></td> <td>g</td> <td></td> <td>o</td> <td>r</td> <td>i</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>r</td> <td>t</td> <td>c</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>a</td> <td>a</td> <td>i</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>t</td> <td>t</td> <td>o</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>i</td> <td>a</td> <td>n</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>o</td> <td>n</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> </tr> <tr> <td></td> <td>T</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>h</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>e</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		F	C	H	T	C	R		o	l	o	r	o	e		d	o	m	a	m	r			h	s	s	u	e			i	n	p	a	t			g		o	r	i					r	t	c					a	a	i					t	t	o					i	a	n					o	n						n				T							h							e							n						
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Recommended High Quality Complex Text By Lexile Band

- The Camping Trip that Changed America - (District provided with previous transdisciplinary unit)
- What to Do About Alice - (District provided with previous transdisciplinary unit)
- The Story of Ruby Bridges - (District provided with previous transdisciplinary unit)
- Lewis and Clark: The Prairie Dog for the President - (District provided with previous transdisciplinary unit)
- Saving the Liberty Bell (District provided)