Unit 2 READING – *Characters*

Overview

Readers are choosing books independently and reading with engagement and joy for 20-30 minutes at a time. Students will have the opportunity to embrace loved characters as they listen to books and begin to get hooked on series. Research shows that series readers become lifelong readers! Readers will be pointing and reading with their eyes and using their fingers to track only at point of difficulty. Readers use multiple strategies for problem solving. The complexity of stories and character development grows during this unit. Readers will encounter more inflectional endings and see more variety in punctuation including quotation marks, commas, exclamation points, question marks and ellipses.

Reading Skills: Summarizing, Predicting, Inferring
21st Century Capacities: Analyzing, Alternate Perspectives

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS	*Transfer:*	
CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.	*Students will be able to independently use their learning in new situations to...* 1. Comprehend and engage with a variety of texts in order to become independent critical thinkers (Alternate Perspectives, Analyzing) 2. Engage in evidence-based discourse to consider multiple perspectives on a shared text. (Analyzing, Alternate Perspectives) 3. Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)	
CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
	Meaning:	
CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or	UNDERSTANDINGS: *Students will understand that:* 1. Readers monitor their comprehension and use strategies when meaning breaks down. 2. Readers use character actions, feelings and thoughts to interpret traits.	ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:* A. What makes a character loveable? B. How are characters the same and different from people I know? C. Why should I talk and listen to others? How

poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.L.1.5.D
Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

CCSS.ELA-LITERACY.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.8
(RL.1.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.1.B
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

3. Critical readers reflect on and question the text, consider different perspectives to examine author's message.
4. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).
5. Theme: Readers learn about themselves and others through the examination of characters and problems.

does my talking and listening change the way I think? The way others think**?**
D. Theme: What clues help me know this character on the inside and outside?

Acquisition:	
Students will know…	*Students will be skilled at…*
1. <u>Vocabulary</u>: Character, Character Feeling, Character Trait, Action, Reaction, Dialogue, Important Events, Positive Emotion, Negative Emotion, Summary, Retell, Prediction, First, Then, Finally, Initiating Event, Problem, Solution, Loveable, Interesting,	1. Using somebody wanted, but_____, so _____ to summarize a story. 2. Identifying character feelings. 3. Retelling a shared story. 4. Making predictions based on schema and text evidence. 5. Naming character traits based on actions, feelings, thoughts and dialogue. 6. Using accountable talk to discuss ideas about texts. 7. Identifying the most important event in a story. 8. Acting out scenes in read stories using text evidence to match the voices, faces and gestures of characters.