Grade 1 - Unit 2 Reading - Understanding Characters and Story Structure

Unit Focus

Readers are choosing books independently and reading with engagement and joy for longer amounts of time. Students will have the opportunity to embrace loveable characters as they listen to and read books. Students begin to get hooked on our favorite best loved characters. Readers will be reading with their eyes and using their fingers to track only at a point of difficulty. Readers use multiple strategies for problem solving and apply the foundation skills they are learning in phonics. The complexity of the stories and character development grows during this unit as students analyze the inside and outside traits of their favorite characters. The second part of the unit focuses on an author study of Kevin Henkes.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards
- Common Core
  - *English Language Arts: 1*
    - Reading Literature
    - Ask and answer questions about key details in a text. *(CCSS.ELA-LITERATURE.RL.1.1)*
    - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2)*
    - Distinguish long from short vowel sounds in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.A)*
    - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. *(CCSS.ELA-LITERACY.RF.1.2.B)*
    - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.C)*
    - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2.D)*
    - Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.1.3)*
    - Decode regularly spelled one-syllable words. *(CCSS.ELA-LITERACY.RF.1.3.B)*
    - Read words with inflectional endings. *(CCSS.ELA-LITERACY.RF.1.3.F)*
    - Recognize and read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.1.3.G)*
    - Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.1.4)*

Transfer

Students will be able to independently use their learning to...
T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.
T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers use appropriate strategies to construct meaning from texts. **U2** Readers make inferences about a text by using text evidence to support their thinking. **U3** Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. **U4** Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text. **U5** Readers apply knowledge of phonics and word analysis skills in decoding words.	*Students will keep considering...* **Q1** What's my strategy for reading this text? How do I know if it is working? **Q2** What do good readers do? **Q3** How do I support and prove my thinking? **Q4** What is this text really about? (e.g. theme, main idea, moral)?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Fiction stories use predictable structures	*Students will be skilled at...*

Stage 1: Desired Results - Key Understandings

- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.1.4.A)*
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.1.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.1.4.C)*
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.1.1)*
- 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). *(CCSS.ELA-LITERACY.SL.1.1.A)*
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. *(CCSS.ELA-LITERACY.SL.1.1.B)*
- Ask questions to clear up any confusion about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.1.1.C)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. *(CCSS.ELA-LITERACY.L.1.4)*
- Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.1.4.A)*
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). *(CCSS.ELA-LITERACY.L.1.4.C)*
- Language
- 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., because). *(CCSS.ELA-LITERACY.L.1.6)*

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    Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

K2 Fiction stories often use animal characters with human feelings and traits

K3 Pictures and texts explain character feelings and traits

S1 Identifying character feelings and traits based on actions feelings, thoughts, and dialogue.

S2 Retelling a shared story

S3 Making and discussing predictions based on schema and text evidence

S4 Identifying the most important part of the story using text evidence

S5 Bonus letter spelling rule

S6 Use accountable talk to discuss ideas about texts

S7 Glued sound - all, am, an

S8 Baseword and suffix with the suffix -s

S9 Pluralization

S10 Reading with accuracy and prosody