Grade 1 - Unit 5 - Reading and Writing Tales

Unit Focus

In this unit, students will be immersed in traditional literature, including folktales and fairy tales. They will use what they learned in the prior informational unit to build background on different cultures from around the words before reading tales. They will recount the stories read using "retelling hands" to remember story elements such as characters, setting, problem, events, and solution. They will identify when a character has learned a lesson and how they can apply that lesson into their own lives. Students will explore alternate perspectives as they look at characters in nontraditional roles. In writing, the students will start by adapting the familiar tale of The Three Little Pigs. They will work with writing partners as they plan out their story from beginning to end and bring their work to publishing through the writing process.

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)*
    - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *(CCSS.ELA-LITERATURE.RL.1.4)*
    - Reading: Informational Text
    - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *(CCSS.ELA-LITERACY.RI.1.9)*
    - With prompting and support, read informational texts appropriately complex for grade 1. *(CCSS.ELA-LITERACY.RI.1.10)*
    - Demonstrate understanding of the organization and basic features of print. *(CCSS.ELA-LITERACY.RF.1.1)*
    - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). *(CCSS.ELA-LITERACY.RF.1.1.A)*
    - 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)*

Transfer

Students will be able to independently use their learning to...

T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

T2 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.

T3 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.

Meaning

Understanding(s)

Students will understand that...

U1 Readers use appropriate strategies to construct meaning from texts.

U2 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.

U3 Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose.

U4 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.

U5 Writers consider purpose and audience when choosing information from multiple sources.

Essential Question(s)

Students will keep considering...

Q1 What's my strategy for reading this text? How do I know if it is working?

Q2 How do the techniques/craft moves authors use impact the meaning of the text?

Q3 How can I use multiple texts to deepen my understanding of a topic or theme?

Q4 Why do we have/need rules of language?

Q5 How do I collect, organize, and analyze information from multiple sources?

Q6 What revisions/edits do I need to make to improve my writing?

Stage 1: Desired Results - Key Understandings

- 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)*
- Know the spelling-sound correspondences for common consonant digraphs. *(CCSS.ELA-LITERACY.RF.1.3.A)*
- Decode regularly spelled one-syllable words. *(CCSS.ELA-LITERACY.RF.1.3.B)*
- Know final -e and common vowel team conventions for representing long vowel sounds. *(CCSS.ELA-LITERACY.RF.1.3.C)*
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *(CCSS.ELA-LITERACY.RF.1.3.D)*
- Decode two-syllable words following basic patterns by breaking the words into syllables. *(CCSS.ELA-LITERACY.RF.1.3.E)*
- 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)*
- 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)*
- Writing
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERATURE.W.1.8)*
- 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)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.1.1)*
- Print all upper- and lowercase letters. *(CCSS.ELA-LITERACY.L.1.1.A)*

U6 Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know...	*Students will be skilled at...*
K1 Folktales are stories typically passed on by word of mouth found in many cultures and fairytales are a type of folktale.	**S1** Identifying the characteristics of a folktale and fairytale and what culture they originated.
K2 Folktales and fairytales have characters, setting, a problem and solution.	**S2** Retelling stories using characters, setting, problem, solution, and the lesson learned.
K3 There are lessons to be learned in folktales.	**S3** Creating a story arc (plot mountain) to understand the story and identify the lesson learned.
K4 Tales have flat characters that don't change throughout a story.	**S4** Drafting a tale using the writing process with a beginning, middle and end.
K5 Writers include a setting, characters, a problem and a solution.	**S5** Writing a beginning that engages the reader in the setting of the story and an ending that reveals the lesson learned.
K6 Sentences should be complete and have capitalization and punctuation.	**S6** Writers use editing and revising checklists to improve to improve writing.
K7 Actions, thoughts, and dialogue convey meaning in a story.	**S7** Segmenting and blending up to 5 sounds
K8 Vocabulary: Folktale, fairytale, characters, setting, problem, solution, base words, multisyllabic, compound words, common, proper, and possessive nouns, complete, simple, declarative, compound sentences, verbs	**S8** Suffix -s added to words with 5 sounds
	S9 Suffixes -ed, -ing added to unchanging basewords with closed syllables
	S10 Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw
	S11 Vowel-consonant-e syllable in one-syllable words
	S12 Syllables in multisyllabic words
	S13 Compound words

Stage 1: Desired Results - Key Understandings

- Use common, proper, and possessive nouns. *(CCSS.ELA-LITERACY.L.1.1.B)*
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). *(CCSS.ELA-LITERACY.L.1.1.C)*
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *(CCSS.ELA-LITERACY.L.1.1.J)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.1.2)*
- Capitalize dates and names of people. *(CCSS.ELA-LITERACY.L.1.2.A)*
- Use end punctuation for sentences. *(CCSS.ELA-LITERACY.L.1.2.B)*
- Use commas in dates and to separate single words in a series. *(CCSS.ELA-LITERACY.L.1.2.C)*
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *(CCSS.ELA-LITERACY.L.1.2.D)*
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *(CCSS.ELA-LITERACY.L.1.2.E)*
- 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)*
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.1.5)*
- 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.L.1.5.D)*

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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)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*