

Unit 5: If-Then: Meeting Characters and Learning Lessons/ Writing Realistic Fiction

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **February**
Length: **15 Days**
Status: **Published**

Unit Summary

This reading unit will focus on the basic elements of fiction. They will experience the power of story as they learn about empathy, imagination, envisionment, and prediction. Readers will track the events of a story, paying attention to the shifts in setting and the story events the characters experience. They will read longer and more complex texts and be able to determine importance when retelling key details in sequence. Children will study characters and relationships, learning all they can about their likes and dislikes, what they do and say. They will be able to infer how the characters are feeling, and they will practice reading fluently, reading in a way that reflects how the character is feeling and bringing him to life. Children will also dig deeper and be able to pull out life lessons from the stories they read. They will recommend favorite books to others, passing along life lessons.

This writing unit is designed to teach your students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work, and continue to learn strategies to revise their writing. You will be teaching your students how to move from being accomplished storytellers to becoming accomplished writers of stories. The goal of the unit will be to write well-elaborated realistic fiction stories aligning to the Common Core State Standards.

This unit will focus on writing realistic fiction and will extend upon some of the skills learned in the Small Moments unit. Children will develop an understanding of a story with a satisfying ending as they learn the process of creating a pretend character and giving the character adventures and problems.

Standards

LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas

	as needed.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.
	Production and Distribution of Writing

Student Learning Objectives

Student Learning Objectives for Reading:

Students will learn to....

- stop and think about the elements of the story (characters, setting, events)
- retell the beginning, middle, and end of their story.
- retell their story using the character names and setting.
- retell the major events in the story
- think about the "big idea"/lesson of their book (what was it about)?
- stop and think about the problem and solutions in their stories.
- stop and think to make predictions about their stories.
- ask questions using stop and think post its.

- stop and jot about their favorite part of a book.
- stop and think about internal character traits.
- stop and think about internal character traits and give evidence to support their thinking.
- stop and think about the way a character's feelings change throughout the story.
- stop and think about friendships between characters.

Student Learning Objectives for Writing:

Students will learn to....

- Brainstorm ideas for realistic fiction stories
- Tell realistic stories that include characters, settings, and problems and beginning, middles and endings
- Pre-plan for stories
- Work with a writing partner
- Add details to their writing
- Create dynamic characters
- Reread to ensure clarity
- Stretch the story
- Use end punctuation
- Add adjectives, nouns and powerful verbs to their writing
- Craft well structured sentences

Essential Questions

Essential Questions for Reading:

- How do good readers retell their stories to make their comprehension stronger?
- How do good readers stop and jot to better understand their stories?
- How do good readers learn more about the characters in their stories?
- How does getting to know characters help readers better understand books and themselves?
- How do characters change in a book and across a series?

Essential Questions for Writing:

- How do you learn to write stories from your own experiences?
- What can we learn about writing from authors?
- How can we revise our writing to make it more interesting for the readers?

Enduring Understandings

Enduring Understanding for Reading:

Students will understand that...

- Independent readers keep track of events in longer texts by paying attention to shifts in the setting and keeping up with the actions of the characters.
- Independent readers hold on to longer and more complex texts by determining importance of key details in sequence.
- Independent readers learn all they can about main and secondary characters and develop ideas about how they feel, and what they may be thinking.

- Readers have expectations for character's behaviors in series books, but also notice surprises.
- Independent readers use all they have learned from a story to determine the message, or life lesson, the author wants to teach them.

Enduring Understanding for Writing:

Students will understand that...

- There are connections between reading and writing.
- Writers
- Writers learn

Application

Application for Reading:

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

- Read from a just-right book for a sustained period of time
- Sit knee to knee with a reading partner
- Point to a book when discussing the pictures and words
- Laugh at a funny part of a book
- Use fingers to retell a story
- Choose books from the library

Application for Writing:

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

- create, write and revise realistic stories.
- experiment with sentences, punctuation and the use of nouns, verbs and adjectives to improve writing.
- work with partners to edit their work

Skills

Skills for Reading:

Students will be skilled at ...

- Compare and contrast books by asking, "What's the same? What's different?" .
- Change their voice to show what a character is feeling in the book they are reading. .
- Mark important parts in their books in order to be able to retell and retain the story. .
- Notice the lessons in their books by paying attention to what the character learns when a problem gets solved. .
- Pay attention to the relationships in the story to get to know a character better. .
- Share their opinions with others about the books they are reading. .
- Understand the importance of rereading and to notice new details in their stories. .
- Use what is happening in the story to predict what will come next.

Skills for Writing:

Students will be skilled at ...

- writing and revising stories.
- studying various work of an author and noticing their craft, elaboration, story structure and conventions.
- writing various sentences, using punctuation, nouns, verbs and adjectives in their writing.
- revising their own writing.
- conferencing with peers and teachers about their writing.