Nov. SW Reading Gr.1 Fiction

Content Area: **English**
Course(s):
Time Period: **November**
Length: **8-10 Weeks**
Status: **Published**

Unit Overview

This unit explores all aspects of reading Fiction through the Readers Workshop model.

DESCRIPTION

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Enduring Understandings

Students will: n Explain differences between fiction books that are realistic versus fantastical; n Recognize different types and structures of fiction (fantasy, traditional tales, and realistic); n Identify common story elements and key details in fictional texts (characters, setting, problem, and solution); n Understand the narrative structure of fiction (beginning, middle, and end); n Retell familiar stories using story structure and key details; n Compare and contrast two familiar tales; n Use personal schema and textual evidence to make predictions and connections; n Infer characters' traits and feelings using personal schema and textual evidence; n Ask questions to help clarify thinking and deepen understanding; n Use strategies before, during, and after reading to enhance comprehension of texts; n Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; n Identify big ideas and supporting details within texts; n Synthesize information presented within and across fiction texts; n Use illustrations in a story to describe its characters, settings, and events; n Deepen their understanding of author's purpose as it relates to the fiction genre; and n Read expressively.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

What is fiction?

How do we read fiction to get the most out of the genre?

Instructional Strategies & Learning Activities

Lesson 1: The Look and Sound of Stories refers to all of the mentor texts from the unit and Ice Cream: The Full Scoop by Gail Gibbons from the Launching unit. The lesson particularly uses The Mightiest by Keiko Kasza.

Rationale: Readers use what they know about the look, sound, and purpose of different genres to engage with and understand texts. Students will discuss, define, and distinguish between fiction storybooks and informational books and will then think more deeply about the look, sound, and purpose of fictional stories.

Common Core State Standards: RL.1.1, RL.1.5, RL.1.2, RL.1.7, RL.1.9, SL.1.1, SL.1.2, SL.1.5, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Engaging in Discussion/Collaborating

Lesson 2: Traditional Tales: Common Language and Elements uses The Mightiest by Keiko Kasza.
Rationale: Readers reread and think closely about story elements from beginning to end. Students will reread and retell The Mightiest, a traditional tale with predictable elements and a central message.

Common Core State Standards: RL.1.2, RL.1.3, SL.1.4, RL.1.1, RL.1.4, RL.1.6, SL.1.1, SL.1.5, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Speaking to Communicate

Lesson 3: A Favorite Fable Retold in Pictures uses The Lion and the Mouse by Jerry Pinkney.

Rationale: Readers build a story in their minds using the illustrations, story elements, and their imaginations. Students will learn how wordless picture books tell a detailed story, including a predictable structure and elements.

Common Core State Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.7, SL.1.4, RL.1.9, RL.1.10, SL.1.1, SL.1.2, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Speaking to Communicate

Lesson 4: Familiar Stories: What Do You Remember? uses The Three Little Pigs retold by James Marshall.

Rationale: Readers bring their background knowledge to make predictions and understand characters and their problems. Students will recall a traditional tale and examine how storybook language, transition words, and illustrations are used to move stories along.

Common Core State Standards: RL.1.3, RL.1.9, RL.1.1, RL.1.2, RL.1.5, RL.1.6, RL.1.7, SL.1.1, SL.1.2, SL.1.5, L.1.6
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Finding Word

Meaning (Vocabulary), Speaking to Communicate

Lesson 5: A Different Twist on a Familiar Tale uses The 3 Little Dassies by Jan Brett. Rationale: Readers notice similarities and differences when reading different versions of a familiar story. Students will learn how knowing the structure and elements of one familiar tale can help us read and understand a different version of the story.

Common Core State Standards: RL.1.1, RL.1.3, RL.1.9, RL.1.4, RL.1.7, SL.1.1, SL.1.2, L.1.6, W.1.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences

Lesson 6: Fantasy Fiction: These Animals Talk! uses Poppleton by Cynthia Rylant.

Rationale: Readers get to know the characters of a story by interpreting information from pictures and listening to what the characters say, think, and do. Students will listen to a story from Poppleton and use the words and illustrations to describe the main character inside and out.

Common Core State Standards: RL.1.3, RL.1.7, RL.1.1, RL.1.4, RL.1.9, SL.1.1, SL.1.2, L.1.6
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 7: Analyzing and Connecting to Characters uses Poppleton by Cynthia Rylant.

Rationale: Readers infer characters' feelings, motives, and attributes using prior knowledge and the text itself. Students will continue to read Poppleton, making connections and developing ideas about the main character while using evidence from the text.

Common Core State Standards: RL.1.3, RL.1.7, SL.1.1, SL.1.4, RL.1.1, RL.1.4, RL.1.9, SL.1.2, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 8: Realistic Fiction: It Could Happen to You uses Blackout by John Rocco. Rationale: Readers use their personal schema to connect with and understand realistic fiction stories. Students will use their background knowledge and textual evidence to make predictions and follow a series of realistic events that unfold over time and conclude in a surprising way.

Common Core State Standards: RL.1.1, RL.1.2, RL.1.7, RL.1.3, RL.1.4, RL.1.6, RL.1.9, RL.1.10, SL.1.1, SL.1.2, SL.1.4, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing Fiction

Mini-Lessons Lesson 1: Thoughtful Reading uses "The Giant Turnip: A Russian Folktale" retold by Diana

Calio from Highlights High Five from the Fiction Shared Texts.

Rationale: Readers use their schema of genre, text structure, and content to comprehend texts. Students will bring their background knowledge of various types of fiction when selecting, previewing, and reading books independently.

Common Core State Standards: RL.1.3, RL.1.7, RL.1.10, RL.1.1, RL.1.2, RL.1.5, SL.1.1, SL.1.2, SL.1.4, L.1.4, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences

Lesson 2: Make a Movie in Your Mind uses Blackout by John Rocco and "Lights Out!" by Radha HS from Highlights High Five from the Fiction Shared Texts.

Rationale: Readers engage with fictional texts as they visualize who, when, where, and what. Students will make movies in their minds as they follow the characters and events of a story from beginning to end.

Common Core State Standards: RL.1.3, RL.1.4, RL.1.10, SL.1.4, SL.1.1, SL.1.2, L.1.6
Skills and Strategies: Visualizing, Making Inferences, Determining Importance, Speaking to Communicate

Lesson 3: It's All in the Questions uses The Lion and the Mouse by Jerry Pinkney.

Rationale: Thoughtful readers generate questions as they read to promote engagement and deepen understanding. Students will learn to ask questions about the text before, during, and after they read.

Common Core State Standards: RL.1.1, RL.1.10, RL.1.7, SL.1.1, SL.1.2, L.1.6

Skills and Strategies: Using Schema, Questioning, Making Inferences

Lesson 4: Maintaining Meaning uses "Don't Eat the Giggleberries!" by David Roper from Highlights High Five from the Fiction Shared Texts and The Three Little Pigs retold by James Marshall.

Rationale: Readers have different strategies they use to monitor and maintain meaning. Students will infer the meanings of words and phrases in fictional texts by using picture clues, context clues, and personal schema.

Common Core State Standards: RL.1.10, L.1.4, L.1.5, SL.1.1, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 5: Reading With Expression uses The Mightiest by Keiko Kasza and "Don't Eat the Giggleberries!" by David Roper from Highlights High Five from the Fiction Shared Texts.

Rationale: Readers of fiction pay close attention to dialogue and other text signals to enhance meaning and engagement. Students will expressively reread texts, bringing out characters' voices and reading with appropriate intonation.

Common Core State Standards: RF.1.4, RL.1.10, RF.1.1, RL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension, Reading Foundational Skills: Print Concepts and Features

Lesson 6: Fictional Characters: What Makes Them Tick? uses The Three Little Pigs retold by James Marshall. Rationale: Readers infer characters' traits as they pay attention to the characters' words and actions. Students will describe characters' traits in a familiar traditional tale to better understand the main characters and the author's message.

Common Core State Standards: RL.1.7, L.1.6, RL.1.3, RL.1.9, RL.1.10, SL.1.1, SL.1.2

Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance

Lesson 7: What Matters Most? uses The 3 Little Dassies by Jan Brett and "Backyard Picnic" by Lissa Rovetch from Highlights High Five from the Fiction Shared Texts. Rationale: Readers know how to recognize relevant and useful information. Students will identify key points in a fictional text so they can remember what is important in the story.

Common Core State Standards: RL.1.1, RL.1.3, RL.1.7, RL.1.2, RL.1.10, SL.1.1, SL.1.2, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

Lesson 8: Retelling Stories With Meaning uses The 3 Little Dassies by Jan Brett and "Backyard Picnic" by Lissa Rovetch from Highlights High Five from the Fiction Shared Texts.

Rationale: Readers retell stories because it helps them become more effective readers and communicators. Students will identify key points in a fictional text to help them remember and retell important details of the story.

Common Core State Standards: RL.1.2, RL.1.3, RL.1.10, SL.1.2, L.1.6, RL.1.1, SL.1.1

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate

Lesson 9: Written Retellings

uses The 3 Little Dassies by Jan Brett. Rationale: Readers use writing as a tool to communicate, remember, and deepen their understanding of texts. Students will think, reflect, and write in response to texts they have read.

Common Core State Standards: RL.1.2, RL.1.3, RL.1.4, SL.1.1, SL.1.2, L.1.6, W.1.1, W.1.3

Skills and Strategies: Text and Genre Features/Structure, Determining Importance

Lesson 10: Sharing the Message uses all of the mentor and shared texts from the unit, particularly Poppleton by Cynthia Rylant.

Rationale: Readers grow by reflecting on writers' messages and common literary themes. Students will develop, support, and communicate their ideas about the important messages and themes in the texts they read.

Common Core State Standards: RL.1.2, SL.1.1, SL.1.2, L.1.6, RL.1.3, RL.1.9

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Integration of Career readiness, Life Literacies, and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with the Smartboard throughout the lessons. Students will explore and read texts on the Ipads through reading centers.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Interdiciplinary connections will occur with the mentor texts in social studies and science.

6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices of personal reading texts will be leveled or matched to each students interest and comfort levels.

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA

Aimsweb three times a year

Linkit testing 3 times a year.

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Anecdotal notes

Assigned homework

Student participation

Independent group work/projects

Appendix

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Schoolwide, Inc. recommended assessments and rubrics

Guided Reading Groups

Running records

Fundation Assessments

Instructional Materials

Mentor Texts

Schoolwide, Inc. teaching materials and worksheets, graphic organizers

Standards

See as noted above

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.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.8	(Not applicable to literature)
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
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.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.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.