

02 Word Detectives

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **27 Days**
Status: **Published**

Essential Questions

How are fiction storybooks and informational texts similar? Different?

- How do students recognize different fiction structures (e.g. realistic fiction versus traditional tales)?
- How does fiction help readers understand story elements (characters, setting, problem/solution)?
- Why do readers need to use comprehension strategies to appreciate and understand fiction?

Enduring Understandings

Fiction encompasses many different types of stories such as realistic fiction, fantasy, and traditional tales.

- Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign.

CONTENT AREA STANDARDS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
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.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
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.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.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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.6	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).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

EVIDENCE OF LEARNING

Refer to the 'Formative, Summative, and Benchmark Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- iXL
- Dibels

Summative Assessments

Summative assessments can be found in the If/Then curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Readworks

INTERDISCIPLINARY CONNECTIONS

- Educational Tech applications: Voice Recorder and Padlet to model fluency
- Dramatization: Hiding missions, clues, letters and gifts from The Super Secret Detective Agency
- Music Appreciation: Singing the song "Readers Look Closely" to the Ghostbusters Theme

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

