

# 06 Meeting Characters & Learning Lessons

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **30 Days**  
Status: **Published**

## Essential Questions

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How can readers use the features of poetry to help them read a poem the way the poet intended for it to sound?

- How can poetry create a bridge between cognitive learning and personal expression?

## Enduring Understandings

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Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language.

- The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions

## CONTENT AREA STANDARDS

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LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
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.1.6	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.1.9	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.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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

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

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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.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.F.CS1	Identify and define authentic problems and significant questions for investigation.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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

### **Benchmark Assessments**

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- iXL

- Dibels

## **Summative Assessments**

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

## **Formative Assessments**

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

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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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**

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- Audio/Visual Media Analysis: Readers will use clips to understand tone, expression and mood. Readers will identify the strategies an author uses to bring a story to life. (For example: The Book with No Pictures by BJ Novak)
- Dramatization: Readers will use finger puppets to retell their story in sequential order.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.