

Unit 3: Family Stories

Content Area: **Reading**
Course(s): **Reading 1**
Time Period: **January**
Length: **60 Days**
Status: **Published**

Unit Overview (Summary)

Unit Three: Unit 3 of the ARC is a Literature Genre Lab. Throughout this unit, students will enjoy family story read alouds from a wide variety of authors, exposing them to different family dynamics and helping them develop cultural understandings as well. They will "closely examine the ways in which the author explores the idea of family and community through plot, setting, and character." This unit will consist of the following components:

Morning Message: The purpose of the morning message is to reinforce Foundational Skills;

Interactive Read-Aloud: Students will learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling/describing story elements, retelling, and comparing/contrasting;

Readers' Workshop: Shared and Partner reading along with Independent Reading will take place. Teachers will track individual progress towards the learning goals.

Daily Five Centers: Students will work in differentiated learning stations both independently and cooperatively to reinforce reading and writing skills.

**In addition, It is recommended that students log onto their iReady My Path for a total of 40 minutes per week. This can be chunked into smaller increments throughout the week. Students will complete an iReady diagnostic test once each trimester.

Learning Plan

Unit (Trimester 2)	Lessons/Targets	Standards	Days	Trimester Taught
Unit 3	Week 1	RL.MF.1.6./RI.MF.1.6 , RL.CI.1.2.	5	T2

T2	<ul style="list-style-type: none"> • Introduce Genre • Describe main characters and supporting characters based on personality, actions, background, and physical appearance • Read alouds to describe characters <p>I can recognize the main characters in a fictional story. I can understand their feelings and what is important to them.</p>			
Unit 3 T2	<p>Week 2</p> <ul style="list-style-type: none"> • Discuss problems and solutions • Read alouds to describe major events, problems, and solutions • Describe major events in a story <p>I can recognize the main characters in a fictional story. I can understand their feelings and what is important to them.</p>	RL.CI.1.2., RL.MF.1.6./RI.MF.1.6	5	T2
Unit 3 T2	<p>Weeks 3-4</p> <ul style="list-style-type: none"> • Describe physical setting • Describe material culture • Describe social culture • Read alouds to describe setting • Discuss why settings 	RL.MF.1.6./RI.MF.1.6, RL.CI.1.2	10	T2

	<p>matter</p> <p>I can recognize the main characters in a fictional story. I can understand their feelings and what is important to them.</p>			
<p>Unit 3</p> <p>T2</p>	<p>Weeks 5-6</p> <ul style="list-style-type: none"> • Introduce Retelling a Story Rubric • Working to achieve the first 5 points on the retelling rubric (title/author, describing the main character, describing the setting, describing the problem, and describing the solution) • Rubric points 1-5 <p>I can recognize the main characters in a fictional story. I can understand their feelings and what is important to them.</p>	RL.MF.1.6./RI.MF.1.6, RL.CI.1.2	10	T2
<p>Unit 3</p> <p>T2</p>	<p>Week 7</p> <ul style="list-style-type: none"> • Review informational text basics (fact vs. fiction) • Discuss the cultural basis of texts in the genre • Using retelling to determine a lesson/message in a text (point #6 on rubric) • Read alouds to determine the central message of a story <p>I can recognize and comprehend the moral or lesson in a story.</p>	RL.MF.1.6./RI.MF.1.6, RL.CI.1.2	5	T2
Unit 3	Week 8	RL.MF.1.6./RI.MF.1.6, RL.CI.1.2	5	T2

<p>T2</p>	<ul style="list-style-type: none"> • Review fact vs. fiction and informational text features • Discuss how authors use events to teach lessons • Discuss how authors use characters to teach lessons • Discuss how authors use settings to teach lessons • Read alouds to determine how authors use story elements to teach lessons <p>I can recognize and comprehend the moral or lesson in a story.</p>			
<p>Unit 3</p> <p>T2</p>	<p>Week 9</p> <ul style="list-style-type: none"> • Comparing main characters • Comparing supporting characters • Comparing lessons • Read alouds with distinct characters for students to compare and contrast <p>I can recognize similarities and differences between characters from two different texts.</p> <p>I can recognize similarities and differences between the themes from two different texts.</p>	<p>RL.MF.1.6./RI.MF.1.6, RL.CI.1.2</p>	<p>5</p>	<p>T2</p>
<p>Unit 3</p> <p>T2</p>	<p>Weeks 10-11</p> <ul style="list-style-type: none"> • Comparing problems 	<p>RL.MF.1.6./RI.MF.1.6, RL.CI.1.2</p>	<p>5</p>	<p>T2</p>

	<ul style="list-style-type: none"> • Comparing solutions • Comparing major events • Comparing lessons • Read alouds with distinct plots (including problem, solutions, and lessons) for students to compare and contrast <p>I can recognize similarities and differences between the plots from two different texts.</p>			
	<p>Week 12</p> <ul style="list-style-type: none"> • Comparing physical settings • Comparing social settings (material culture) • Comparing social settings (social culture) • Discussing how different settings teach different lessons • Read alouds with distinct settings for students to compare and contrast <p>I can recognize similarities and differences between the settings from two different texts.</p>	<p>RL.MF.1.6./RI.MF.1.6, RL.CI.1.2</p>	<p>5</p>	<p>T2</p>
<p>Unit 3</p>			<p>60 Days</p>	

Priority Standards/Learning Goals

ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Learning Targets for Fictional Text (RL.1.3)

I Can: (targets progress from bottom to top to show growth toward the learning goal)

- Cite evidence from the story that supports a character's point of view.
- Compare & contrast key details of a text.
- Describe how a character is thinking or feeling in a story to explain their point of view.
- Identify & describe characters in a story using adjectives.
- Identify examples of cause & effect (real life)
- Identify the main characters, setting(s), & major events (plot) of a story.
- Identify who is telling the story at various points in a text.
- Identify who is telling the story at various points in a text.
- Retell key details of a story using cause & effect
- Retell major events of a story/text using problem & solution.
- Sequence major events/plot of a story.
- Use illustrations & details in a story to describe its characters, setting & events.

Learning Targets for Fictional Text (RL.1.2)

I can...

(targets progress from bottom & progress to the top to show growth toward the learning goal)

- Cite text evidence that supports the author's purpose.
- Cite text evidence that supports the theme/central message of a story or text.
- Determine the author's purpose of a story/text.
- Determine the theme or central message of a story or text.
- Recognize the theme of a story or text.
- Recognize the three types of an author's purpose.
- Retell key details such as characters, setting, & plot of a story.
- Retell major events of a story/text using problem & solution.

Learning Targets for RL1.0/RI1.10

I Can: (targets progress from bottom to top to show growth toward the learning goal)

- With prompting and support describe the purpose for reading fiction and non fiction texts.
- With prompting and support read grade level literature and informational text using teacher directed comprehension strategies (for example, modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)
- With prompting and support read grade level literature and informational text using teacher directed comprehension strategies (for example, modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)

Materials and Resources

- 100 Book Challenge Poster
- ARC Library -- Chicken Soup, Chicken Soup, Everybody Cooks Rice, Families, Families, Families, My Family is Forever, The Jones Family Express, The Matchbox Diary, Overnight at Annie's, So Much, Too Many Tamales
- ARC Read Alouds
- ARC Unit 3 Framework
- Genre Cards
- Graphic Organizers
- IRLA Toolkits
- RAZ Kids
- Reading A to Z
- Retelling Rubric
- Skill Cards
- Student Reading Logs
- Team Drive Reading Skills & Strategies Posters

- The Daily 5
- Writing Journals

Unit Assessments

- Benchmark 2
- IRLA Reading Level Assessment

Optional Unit Assessments

- DIBELS Mid Year Benchmark
- DIBELS NWF Progress Monitoring
- DIBELS ORF Progress Monitoring
- DIBELS Phoneme Segmentation Progress Monitoring
- Exit Tickets
- Google Forms
- Partner/Group Work
- Running Records
- Student Participation
- Teacher Observation

Essential Questions

- How do I retell a story?
- How does your family influence the adult you will become? How do you develop and sustain relationships over time?
- What are family stories?
- What are key details (story elements)?
- What makes a family unique?
- Why do families have traditions?

Additional Supports for English Language Learners

- Pre teach new vocabulary
- Preferential seating
- Provide desk alphabet strip
- Provide instruction in the native language when needed
- small group or individualized instruction
- Use of Google Translate

Additional Strategies for Students in Need of Intervention

- Allow oral responses
- Allow students to copy discussed answers from the board
- Audio supports
- Chunk larger assignments into more manageable parts
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate Foundations as a tier support
- Materials to help students with tracking
- Modify quantity of work required to demonstrate understanding
- One on One Conferencing
- Paraprofessional support
- Peer mentor
- Provide a variety of graphic organizers
- Provide written notes/direction
- Small group instruction
- Timers
- Use sentence starters to frame student thinking
- Utilize visual cues that refer to the learning target
- Visuals

Additional Strategies for Enrichment

- Educational games
- Instructional Daily 5 Literacy based centers
- Multisensory activities focused on skills taught
- Small group instruction
- Use of mini projects based on skills taught -- main idea, theme, compare and contrast, cause and effect, etc.

21st Century Life & Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

TECH.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).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.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).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Cross Curricular Connections

- Connection to Comprehension Health and Physical Education: Families live in various communities and build relationships with those around them.
- Connection to Comprehensive Health & Physical Education: Families may contain various family members. All individuals in a family are respected for how they feel, dress, and things they like to do (e.g. Any child can play a sport, be in the theater, like any color, etc.)
- Connection to Reading: This is a foundational reading scale that will drive the mastery of other learning standards.
- Connection to Social Studies: Family Stories

HE.K-2.2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
HE.K-2.2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
HE.K-2.2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
HE.K-2.2.1.2.SSH.5	Identify basic social needs of all people.
HE.K-2.2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
HE.K-2.2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
HE.K-2.2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
HE.K-2.2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
HE.K-2.2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying,

teasing, child sexual abuse).

All living things may have the capacity to reproduce.