

Grade 1 Unit 3 ELA: Crazy for Characters

Unit #:	BPS-061072	Duration:		Date(s):	01-22-2018 - 01-22-2018
Team:					
	Grades: 1 Subjects: English Language Arts				
Unit Focus					
<p>At this point in first grade, students are reading longer and more complex texts with richer characters and more involved story elements. They also begin to read stories that contain a message or lesson. As a result, inferential thinking becomes a crucial part of their reading work in this unit. Because students are reading a larger variety of texts, they are able to identify similarities and differences across books. As they get to know many different characters in their stories, students start to develop judgments about their reading. They will use these ideas to generate and express opinions orally and in writing. This unit is also focused on building students' partnership skills, in both reading and writing.</p>					
Prior Learnings / Connections					
<p>At this point in the year, students have been exposed to many of the strategies that they'll need to read fluently and with understanding. Previously, students were often focusing on one strategy at a time. Now they're expected to integrate their strategies independently.</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts: 1</i> <i>919047 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • CCSS.ELA-LITERATURE.RL.1.3 Describe characters, settings, and major events in a story, using key details. • CCSS.ELA-LITERATURE.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. • CCSS.ELA-LITERATURE.RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <p><i>919073 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. • CCSS.ELA-LITERATURE.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><i>919081 Speaking & Listening</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERATURE.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. • CCSS.ELA-LITERATURE.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 	<p>T1 (T003) I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it.</p> <p>T2 (T004) I can select and use important details to support my writing.</p> <p>T3 (T001) I can read and make meaning from text.</p> <p>T4 (T002) I can use the text to support my thinking about what I read.</p> <p>T5 (T005) I can share, listen, and respond to better understand a topic, point of view, or an idea.</p> <p>T6 (T006) I can collaborate with others to accomplish a goal.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 (U012) There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table.	Q1 (Q013) What strategies am I using to make meaning of a text?
	U2 (U015) Readers evaluate and synthesize information presented in a variety of ways to build knowledge.	Q2 (Q007) What are my strengths as a writer? How can I continue to grow as a writer?
	U3 (U017) Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge.	Q3 (Q004) How do I work (and rework) my writing to help my readers understand what I mean?
	U4 (U003) Writers are deliberate and thoughtful as they develop and strengthen writing.	Q4 (Q002) How do I develop and share my idea(s)?
	U5 (U004) Writers use their knowledge of audience and purpose to shape the structure, language, and style of their writing.	
	U6 (U008) Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal.	
	U7 (U020) Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan.	
U8 (U022) Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience.		
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
<p>K1 *retell the story and tell its message or lesson (RL.1.2)</p> <p>K2 *describe story elements using the key details (RL.1.3)</p> <p>K3 *describe story elements using the illustrations and details (RL.1.7)</p>		

K4
*tell what is the same and different about the characters' adventures or experiences in two stories (RL.1.9)

K5
*write about one topic and make writing better by listening to others and adding details if necessary (W.1.5)

K6
*answer questions using different types of information (W.1.8)

K7
*participate in a respectful conversation with others (SL.1.1)

K8
*tell ideas clearly by using important details to describe things (SL.1.4)

K9
identify words the author uses to make the reader feel a certain way or feel that they're in the story (RL.1.4)

K10
know that a character or narrator can tell a story (RL.1.6)
identify who is telling the story (RL.1.6)

K11
demonstrate phonological awareness at the word, syllable and sound level (RF.1.2)

K12
know and apply grade-level phonics skills (RF.1.3)

K13
grade-appropriate components of opinion writing (W.1.1)
write opinion pieces (W.1.1)

K14
know and use different digital tools when producing and publishing writing, independently and in collaboration with peers (W.1.6)

K15
know and use visuals with purpose (SL.1.5)

K16
know and use grade-appropriate conventions when speaking and writing (L.1.1)

K17
know and use grade-appropriate conventions of capitalization, punctuation, and spelling when writing (L.1.2)

K18
know and use different strategies to figure out the meaning of words (L.1.4)

K19
identify and discuss the relationship among words (L.1.5)

K20

	<p>compare-to look at something closely to see what is similar contrast-to look at something closely to see what is different reason-a fact that explains why something is the way that it is vowel teams-two vowels together that make one sound adjectives-words that modify or describe a person or thing in a sentence connection-to join or link information or feelings nouns-words used to name persons, places, things, or abstract ideas verbs-words that name actions or states of being</p>	
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STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
Curriculum CCSS.ELA-LITERATURE.RL.1.2 CCSS.ELA-LITERATURE.RL.1.3 CCSS.ELA-LITERATURE.RL.1.9 CCSS.ELA-LITERATURE.W.1.8 CCSS.ELA-LITERATURE.SL.1.4 T/U/Q/K/S Q1 T1 K1 U1 T2 Q2 K2 T3 T4 Q4 U5 T5 K6 U7 K8 U8	PT1		<p>Name: Performance Assessment</p> <p>Assessment Evidence: Goal: Students will demonstrate comprehension of fiction, including retelling the text, identifying its message or lesson, and comparing/contrasting characters' adventures/experiences. In addition, students will demonstrate their ability to answer questions using different types of information and their ability to tell their ideas using important details.</p> <p>Product (Suggested): When I was growing up, there was a TV show called Reading Rainbow that came on each day. Towards the end of every episode, kids would come on and talk about books that they'd read. We're going to take a few minutes to watch a clip from an episode because each of you will be filming your own Reading Rainbow clip over the next several days.</p> <p>You'll be able to make your Reading Rainbow clip about any of the books that we've read together during read-aloud or guided reading time. Think carefully about all of your choices. We'll be sharing these clips with other classes, so make sure you choose a book that you really enjoyed. You want to give other students some good suggestions that they'll be interested in reading.</p> <p>When you've decided which book you'd like to talk about, you'll need to write a script for yourself. You'll read from this script when you're filming your Reading Rainbow clip. To help you start your script, think about the details that the kids talked about in the sample that we watched. Also, when I watched the show, I liked when the kids would tell me about a second book that I could read if I liked the one they were recommending. That really helped me as a reader because I like to read books that are similar. Keep that in mind as you're writing your scripts.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Reading Rainbow - - https://www.youtube.com/watch?v=DhW_hAkvxzM&index=8&list=PLvgvWWGp6PY3TkE0FOXIGLYnDjLm6Wzqu (link) • RES2 - Gr 1 Unit 3 ELA Scoring Criteria - - Gr 1 Unit 3 ELA Scoring Criteria.docx (file)
OTHER EVIDENCE			
Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Reading:

- Grade 1 Unit 3 performance assessment
- TC running records: use this to see students' retelling skills

Writing

- on-demand writing piece

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S Q1 Q2 U1 U4 T1 T2 T3 T4 T5 T6 K1 K3 K8 K5 K2 K7 K4 K17 K18 K9 K11 K16 K13 K10 K15 K12 U5 U7 U8 Q3	LE1	<p>Activity: Reading Bend: Getting to Know Characters</p> <ul style="list-style-type: none"> • these are the strategies that readers use to make sense of and remember stories • readers know they must focus on story elements, specifically characters, because fiction is based strongly on characters and there are common elements in any fiction story • readers pay attention to characters because they're the most important part of any story <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC Unit 4 S1, S3 - • RES2 - Serravallo 5.4 - • RES3 - LC Unit 3 S6 - • RES4 - LC Unit 4 S6, S7 - • RES5 - Serravallo 3.6 - • RES6 - Serravallo 3.7 - • RES7 - LC Unit 4 S8, S10 - 	

Q4			
T/U/Q/K/S Q1	LE2	<p>Activity: Reading Bend: Strategy Work</p> <ul style="list-style-type: none"> • these are strategies that readers use to figure out unknown words and make sense of a text <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Serravallo 3.15 - • RES2 - LC Unit 3 S8, S9, S10, S11 - 	
	LE3	<p>Activity: Reading Bend: Looking More Deeply at Characters</p> <ul style="list-style-type: none"> • readers grow by experiencing what characters experience • readers know that fictional stories teach a lesson and they look for it when they're reading • readers think about what is provided in order to make inferences about a character's thoughts • readers pay attention to characters so they can learn from them <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Serravallo 6.2 - • RES2 - Owocki pg. 139 - • RES3 - Chart Sense pg. 178-179 - • RES4 - Serravallo 7.1 - • RES5 - Boyles RtI pg. 86 - • RES6 - Chart Sense pgs. 46-47 - • RES7 - LC Unit 4 S13, S14 - 	
T/U/Q/K/S Q1	LE4	<p>Activity: Reading Bend: Comparing and Contrasting</p> <ul style="list-style-type: none"> • these strategies help readers make sense of text • readers grow by experiencing what characters experience 	

		<ul style="list-style-type: none"> • readers grow by celebrating their successes • partnerships work together to help each other grow as readers • readers pay attention to characters so they can compare and contrast them • readers work collaboratively to compare and contrast <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC Unit 4 S15, S16, S17 - • RES2 - Serravallo 4.6 - • RES3 - Serravallo 4.9 - • RES4 - LC Unit 4 S18 - 	
T/U/Q/K/S Q2	LE5	<p>Activity: Writing Bend: Getting Started</p> <ul style="list-style-type: none"> • writers grow by pushing themselves to get better at opinion writing • writers need to know what an opinion is in order to develop and share their ideas • these are strategies that writers use to share their ideas <p>Resources</p> <ul style="list-style-type: none"> • RES1 - If...Then chart pg. 85 - • RES2 - LC S1 - • RES3 - Owocki pg. 19, 20 - • RES4 - LC S2 - • RES5 - Owocki pg. 22 - • RES6 - LC S3, S4 - • RES7 - Owocki pg. 21 - 	
T/U/Q/K/S Q2	LE6	<p>Activity: Writing Bend: Elaboration</p> <ul style="list-style-type: none"> • writers grow by reflecting on their strengths and making sure their writing is the best it can be, which includes emulating mentor authors 	

		<ul style="list-style-type: none"> writers grow by being brave and pushing themselves to take risks these are strategies writers use to develop their ideas effectively <p>Resources</p> <ul style="list-style-type: none"> RES1 - If...Then chart pg. 87 - RES2 - LC S6, S7 - RES3 - If...Then chart pg. 86 - RES4 - LC S8, S9, S10 - RES5 - S10 Share - 	
T/U/Q/K/S Q2	LE7	<p>Activity: Writing Bend: Revision</p> <ul style="list-style-type: none"> writers grow by reflecting on their strengths and making sure their writing is the best it can be writers develop their ideas by using these techniques <p>Resources</p> <ul style="list-style-type: none"> RES1 - LC S11 - RES2 - Owocki pg. 24 - RES3 - S11 Share - RES4 - Owocki pgs. 25-26 - RES5 - LC S12 - 	
T/U/Q/K/S Q2	LE8	<p>Activity: Writing Bend: Wrapping Up</p> <ul style="list-style-type: none"> writers grow by learning from others and by reflecting on their strengths writers share their ideas effectively in these different ways, by being mindful of their audience <p>Resources</p> <ul style="list-style-type: none"> RES1 - LC S13, S14 - RES2 - S14 Confer. Small Grp. - RES3 - S14 Mid-Work - 	

		<ul style="list-style-type: none">• RES4 - S14 Share -• RES5 - LC S15, S16, S17 -	
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ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Reading Rainbow -	https://www.youtube.com/watch?v=DhW_hAkvezM&index=8&list=PLvgvWWGp6PY3TkE0FOXIGLYnDjLm6Wzqu (link)
RES1	If...Then chart pg. 85 -	
RES1	LC S11 -	
RES1	If...Then chart pg. 87 -	
RES1	LC S13, S14 -	
RES1	LC Unit 4 S1, S3 -	
RES1	Serravallo 6.2 -	
RES1	Serravallo 3.15 -	
RES1	LC Unit 4 S15, S16, S17 -	
RES2	LC S1 -	
RES2	S14 Confer. Small Grp. -	
RES2	Gr 1 Unit 3 ELA Scoring Criteria -	Gr 1 Unit 3 ELA Scoring Criteria.docx (file)
RES2	LC S6, S7 -	
RES2	Owocki pg. 139 -	
RES2	Owocki pg. 24 -	
RES2	LC Unit 3 S8, S9, S10, S11 -	
RES2	Serravallo 5.4 -	
RES2	Serravallo 4.6 -	
RES3	Chart Sense pg. 178-179 -	
RES3	If...Then chart pg. 86 -	
RES3	S14 Mid-Work -	
RES3	LC Unit 3 S6 -	
RES3	Owocki pg. 19, 20 -	
RES3	Serravallo 4.9 -	
RES3	S11 Share -	
RES4	LC Unit 4 S6, S7 -	
RES4	Owocki pgs. 25-26 -	
RES4	LC S2 -	

RES4	S14 Share -
RES4	LC S8, S9, S10 -
RES4	LC Unit 4 S18 -
RES4	Serravallo 7.1 -
RES5	LC S12 -
RES5	LC S15, S16, S17 -
RES5	S10 Share -
RES5	Owocki pg. 22 -
RES5	Boyles RtI pg. 86 -
RES5	Serravallo 3.6 -
RES6	LC S3, S4 -
RES6	Serravallo 3.7 -
RES6	Chart Sense pgs. 46-47 -
RES7	LC Unit 4 S13, S14 -
RES7	Owocki pg. 21 -
RES7	LC Unit 4 S8, S10 -

COMMENTS / NOTES

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