

# Grade 1 - Unit 2 Reading - Characters

## Unit Focus

Readers are choosing books independently and reading with engagement and joy for 20-30 minutes at a time. Students will have the opportunity to embrace loved characters as they listen to books and begin to get hooked on series. Research shows that series readers become lifelong readers! Readers will be pointing and reading with their eyes and using their fingers to track only at point of difficulty. Readers use multiple strategies for problem solving. The complexity of stories and character development grows during this unit. Readers will encounter more inflectional endings and see more variety in punctuation including quotation marks, commas, exclamation points, question marks and ellipses.

**Reading Skills:** Summarizing, Predicting, Inferring

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.1.1)</li> <li>○ Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELA-LITERATURE.RL.1.2)</li> <li>○ Describe characters, settings, and major events in a story, using key details. (CCSS.ELA-LITERATURE.RL.1.3)</li> <li>○ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS.ELA-LITERATURE.RL.1.4)</li> <li>○ Use illustrations and details in a story to describe its characters, setting, or events. (CCSS.ELA-LITERATURE.RL.1.7)</li> <li>○ Compare and contrast the adventures and experiences of characters in stories. (CCSS.ELA-LITERATURE.RL.1.9)</li> </ul> </li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2)               <ul style="list-style-type: none"> <li>○ Distinguish long from short vowel sounds in</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Alternate Perspectives, Analyzing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a shared text. (Analyzing, Alternate Perspectives)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p> <p>T4 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>T5 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>T6 Identify current grade level high frequency words (snap words).</p> <p>T7 Identify and decode words using silent e.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use character actions, feelings and thoughts to interpret traits</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What makes a character loveable?</p> <p>Q2 How are characters the same and different from people I know?</p> <p>Q3 Why should I talk and listen to others? How does my talking and listening change the way I think? The way others think?</p> <p>Q4 Theme: What clues help me know this character on the inside and outside?</p> <p>Q5 How can we use our snap words to be a better reader and writer?</p>

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<p>spoken single-syllable words. <i>(CCSS.ELA-LITERACY.RF.1.2.A)</i></p> <ul style="list-style-type: none"> <li>○ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <i>(CCSS.ELA-LITERACY.RF.1.2.B)</i></li> <li>○ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <i>(CCSS.ELA-LITERACY.RF.1.2.C)</i></li> <li>○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <i>(CCSS.ELA-LITERACY.RF.1.2.D)</i></li> </ul>	<p>U5 Theme: Readers learn about themselves and others through the examination of characters and problems.</p> <p>U6 Students use their knowledge of letter sounds and words to become better at decoding and encoding.</p>	<p>Q6 How can we use our detective skills to notice and read words with "the case of the silent e?"</p> <p>Q7 How can we use our detective skills and words we know to read new words?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Vocabulary: Character, Character Feeling, Character Trait, Action, Reaction, Dialogue, Important Events, Positive Emotion, Negative Emotion, Summary, Retell, Prediction, First, Then, Finally, Initiating Event, Problem, Solution, Loveable, Interesting, Contractions, Silent e, Letter Twins, Sticky Letters, Compound Words, Long and Short Vowels, Disguise, Blends,</p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.1.3)</i> <ul style="list-style-type: none"> <li>○ Decode regularly spelled one-syllable words. <i>(CCSS.ELA-LITERACY.RF.1.3.B)</i></li> <li>○ Know final -e and common vowel team conventions for representing long vowel sounds. <i>(CCSS.ELA-LITERACY.RF.1.3.C)</i></li> <li>○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <i>(CCSS.ELA-LITERACY.RF.1.3.D)</i></li> <li>○ Decode two-syllable words following basic patterns by breaking the words into syllables. <i>(CCSS.ELA-LITERACY.RF.1.3.E)</i></li> <li>○ Recognize and read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.1.3.G)</i></li> </ul> </li> <li>• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERATURE.SL.1.1)</i> <ul style="list-style-type: none"> <li>○ Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <i>(CCSS.ELA-LITERACY.SL.1.1.B)</i></li> </ul> </li> <li>• Speaking &amp; Listening           <ul style="list-style-type: none"> <li>○ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>(CCSS.ELA-LITERATURE.SL.1.4)</i></li> </ul> </li> <li>• With guidance and support from adults, demonstrate</li> </ul>		<p><i>Students will be skilled at...</i></p> <p>S1 Using somebody wanted, but_____, so _____ to summarize a story.</p> <p>S2 Identifying character feelings.</p> <p>S3 Retelling a shared story.</p> <p>S4 Making predictions based on schema and text evidence.</p> <p>S5 Naming character traits based on actions, feelings, thoughts and dialogue.</p> <p>S6 Using accountable talk to discuss ideas about texts.</p> <p>S7 Identifying the most important event in a story</p> <p>S8 Acting out scenes in read stories using text evidence to match the voices, faces and gestures of characters.</p> <p>S9 Identify the sounds vowels make (short and long)</p> <p>S10 Put sounds together to make words</p> <p>S11 Identify the middle vowel sound</p> <p>S12 Decode grade level words.</p> <p>S13 Recognize grade level snap words.</p> <p>S14 Decode and encode words with the silent e vowel pattern</p>

## Stage 1: Desired Results - Key Understandings

understanding of figurative language, word relationships and nuances in word meanings.

*(CCSS.ELA-LITERACY.L.1.5)*

- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

*(CCSS.ELA-LITERACY.L.1.5.D)*

### **Student Growth and Development 21st Century Capacities Matrix**

#### *Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

#### *Global Thinking*

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*