

## Unit Focus

This unit is a celebration of first grade reading growth with an emphasis on performance and collaboration. Students will revisit loved characters, tackle more complex texts with characters and learn how to analyze a scene and bring it to life as a performance. In this unit, students will try many interpretations of scenes, question alternate views and use gestures, voice and narrators to help their readers understand the stories. Students will take part in this reader’s theater without elaborate sets or costumes. Students to be creative and expressive using only the simplest props to help convey meaning to their audience.

**Reading Skills:** Envisioning, Analyzing

## 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>○ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <i>(CCSS.ELA-LITERATURE.RL.1.4)</i></li> <li>○ Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <i>(CCSS.ELA-LITERATURE.RL.1.5)</i></li> <li>○ Identify who is telling the story at various points in a text. <i>(CCSS.ELA-LITERATURE.RL.1.6)</i></li> </ul> </li> <li>• Demonstrate understanding of the organization and basic features of print. <i>(CCSS.ELA-LITERACY.RF.1.1)</i> <ul style="list-style-type: none"> <li>○ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>(CCSS.ELA-LITERACY.RF.1.1.A)</i></li> </ul> </li> <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>○ Recognize and read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.1.3.G)</i></li> </ul> </li> <li>• Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.1.4)</i> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</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. (collective intelligence, product creation)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Product Creation)</p> <p>T4 Identify current grade level high frequency words (snap words).</p> <p>T5 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>T6 Decode words with R-controlled vowel sounds.</p> <p>T7 Know common capitalization rules (proper nouns, the word I and the beginning word of a sentence).</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 text structures and features to understand, question, and interpret text.</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</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is this text really about? What's the real problem here?</p> <p>Q2 What clues help me know this character on the inside and outside? How can I bring that character to life as an actor?</p> <p>Q3 Are there other ways to play this scene?</p> <p>Q4 Theme: Why collaborate? What's my role in this performance and how can we be</p>	

## Stage 1: Desired Results - Key Understandings

<p><i>(CCSS.ELA-LITERACY.RF.1.4.A)</i></p> <ul style="list-style-type: none"> <li>○ Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <i>(CCSS.ELA-LITERACY.RF.1.4.B)</i></li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>(CCSS.ELA-LITERACY.RF.1.4.C)</i></li> </ul> <ul style="list-style-type: none"> <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>○ Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <i>(CCSS.ELA-LITERACY.SL.1.1.A)</i></li> <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> <li>○ Ask questions to clear up any confusion about the topics and texts under discussion. <i>(CCSS.ELA-LITERACY.SL.1.1.C)</i></li> </ul> </li> <li>● Speaking &amp; Listening           <ul style="list-style-type: none"> <li>○ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>(CCSS.ELA-LITERATURE.SL.1.2)</i></li> <li>○ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <i>(CCSS.ELA-LITERATURE.SL.1.3)</i></li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>● Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. <i>MM.3.1</i></li> <li>● Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i></li> </ul>	<p>interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers use their voices and bodies to tell a story.</p> <p>U6 Theme: Group members have jobs and roles in a performance. They work together to include and support each other.</p> <p>U7 Students use their knowledge of letter sounds and words to become better at decoding and encoding.</p>	<p>successful together?</p> <p>Q5 How can I use our snap words to be a better reader and writer?</p> <p>Q6 How can I use my knowledge of R-controlled vowels to be a better reader?</p> <p>Q7 How can I use my detective skills to fix my writing?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Actors use scripts to perform plays</p> <p>K2 Content Vocabulary: Script, Play, Narrator, Scenery, Envisionment, Visualizing, Interpreting, character, inference, soundtrack, mood, gesture, expression, R-controlled vowels, capital letters, editor/editing, bloopers.</p>		<p><i>Students will be skilled at...</i></p> <p>S1 Acting out scenes.</p> <p>S2 Reading scenes closely to interpret gestures, faces and voices.</p> <p>S3 Projecting voice expressively and clearly.</p> <p>S4 Using face and body to convey meaning when acting.</p> <p>S5 Rereading to develop expressive reading.</p> <p>S6 Evaluating the quality of a text using characteristics of the genre to support stance.</p> <p>S7 Reading a script with a group.</p> <p>S8 Decode grade level words.</p> <p>S9 Recognize grade level snap words.</p> <p>S10 Decode and encode words with R-controlled vowels.</p> <p>S11 Editing a sentence for proper capitalization.</p>