

Reading: Literature Grade 1

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make sense of stories they hear and share their own.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	- effective readers use a variety of strategies to make sense of key ideas and details presented in text. - analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. - to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - word analysis and decoding skills are foundational for success as a reader. - fluent readers accurately process print with expression at an appropriate rate. - students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	<i>How do you remember what you read?</i>
<i>Acquisition</i>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	- that narratives are written for a specific purpose: to entertain or share a story. - that a complete sentence is a group of words that expresses a complete thought. - the spelling-sound correspondences for common consonant digraphs. - final -e and common vowel team conventions for representing long vowel sounds.	- recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). - distinguishing long from short vowel sounds in spoken single-syllable words. - orally producing single-syllable words by blending sounds (phonemes), including consonant blends. - isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

• RL.1.9 Compare and contrast the adventures and experiences of characters in stories. <u>Range of Reading and Level of Text Complexity</u> • RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <u>Vocabulary Acquisition and Use</u> • L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		• segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes). • decoding regularly spelled one-syllable words. • using the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • decoding two-syllable words following basic patterns by breaking the words into syllables. • reading words with inflectional endings. • recognizing and reading grade-appropriate irregularly spelled words. • reading grade-level text with purpose and understanding. • reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • using context to confirm or self-correct word recognition and understanding, rereading as necessary. • identifying key details (e.g. who, what, where, when, why, how), in a text. • asking and answering questions about key details in a text. • retelling stories using major events and key details. • placing two or more events in a story in the correct order. • determining the central message or lesson found in a story using key details. • identifying and describing the characters, settings, and major events in a story. • identifying words and phrases in a story or poem that appeal to the senses or suggest feelings, including rhythm, rhyme, and alliteration. • recognizing the differences between books that tell stories and books that give information. • identifying who is telling the story (which character) at any point in time in the story. • describing a story's elements and key details (e.g., characters, setting, and events) based on
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		information provided by both its illustrations and words. • describing the adventures and experiences of characters in stories. • comparing and contrasting characters and events. • using reading strategies to help understand prose and poetry with prompting and support. • using sentence-level context as a clue to the meaning of a word or phrase. • using frequently occurring affixes as a clue to the meaning of a word. • identifying frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • sorting words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • defining words by category and by one or more key attributes (e.g., a duck is a bird that swims). • identifying real-life connections between words and their use (e.g., note places at home that are cozy). • distinguishing 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. • using new words and phrases when speaking and writing. • using frequently occurring conjunctions to signal simple relationships.
Content Area Literacy Standards		21st Century Skills
not applicable		• <i>think creatively</i> • <i>communicate clearly</i> • <i>reason effectively</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	