

Literature Appreciation: Grade 1

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. - AASL 4.3.2. Recognize that resources are created for a variety of purposes. - AASL 4.1.2. Read widely and fluently to make connections with own self, the world, and previous reading.	Transfer	
	Students will be able to independently use their learning to respond to a piece of literature and discuss it with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people react to stories differently based on their own schema. - reading widely helps people understand about themselves and the world. - school libraries and school librarians are essential resources for finding literature in print and other formats.	ESSENTIAL QUESTIONS - What makes a story great? - How do you decide what to do?
	Acquisition	
	Students will know... - words and pictures work together to tell a story. - stories have a beginning, middle and end. - stories contain literary elements. <u>vocabulary:</u> author, illustrator, character, title page, publisher, copyright date, fiction, nonfiction (informational text)	Students will be skilled at... - making connections between text and self, world and previous reading and expressing these connections creatively. - asking and answering questions about key details in a text. - retelling a stor using major events and key details. - finding books by favorite authors and/or illustrators. - using book parts. - choosing books that meet their interests in the library. - recognizing the differences between books that tell stories and books that give information. - comparing and contrasting characters and events in familiar stories.
Content Area Literacy Standards		21st Century Skills
not applicable		- reason effectively - make judgments and decisions - solve problems

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| | <ul style="list-style-type: none">• <i>think creatively</i>• <i>access and evaluate information</i> |
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	Mathematics Integration
- CC.1.R.L.2 Key Ideas and Details: Retell stories including key details and demonstrate understanding of their central message or lesson. - CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. - CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events. - CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories. - CC.1.SL.2 Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. - CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1.OA.1 Use
Technology Integration	District Materials
1.OA.1 Use	

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