



Grade 1 - Unit 4 - Reading and Writing Tales

Unit Focus

In *Reading and Writing Tales*, students explore traditional tales, fairy tales, and fractured fairy tales to understand how stories can be adapted and retold across cultures, settings, and perspectives. Through comparing multiple versions of familiar tales, students learn to analyze characters, settings, problems, and solutions while recognizing common story structures and patterns. Students examine how authors make creative changes to traditional stories to create humor, suspense, or new perspectives for readers. As they move into writing, students become “story engineers,” crafting their own adapted tales with imaginative settings, meaningful details, and engaging narrative elements inspired by the stories they have studied.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonological awareness, phonics, vocabulary, fluency, comprehension, and writing development to support the growth of skilled, confident readers and writers. Students engage in structured literacy instruction through Heggerty, which provides daily practice in blending, segmenting, and manipulating sounds in spoken words; Foundations, which provides explicit instruction in phonics, handwriting, high-frequency words, and encoding; Bookworms, which supports vocabulary, comprehension, oral language, and knowledge building through shared reading and interactive read-aloud experiences; and Geodes, which provides connected-text practice that allows students to apply taught phonics skills while building fluency and confidence.

Students engage with high-quality texts that build knowledge, vocabulary, comprehension, and oral language while supporting close reading of grade-level standards, including *Alaska’s Three Pigs* by Arlene Laverde and Mindy Dwyer, *Cindy Ellen* by Susan Lowell, *Cinderella* by Brighter Child, *Paper Bag Princess* by Robert Munsch and Michael Martchenko, *Off We Go To Mexico* by Laurie Krebs and Christopher Corr, *Three Ninja Pigs* by Corey Rosen Schwartz and Dan Santat, *The Three Little Pigs* by Patricia Seibert, *Ponyella* by Laura Numeroff, *The Three Aliens and the Big Bad Robot* by Margaret McNamara, *The Three Little Fish and the Big Bad Shark* by Ken Geist, *The Three Little Riggis* by David Goran, *Desert Habitat* by Bobbie Kalman, *The Three Javelinas* by Susan Lowell, *The Three Tamales* by Eric A. Kimmel, *Prince Cinders* by Babette Cole, *Little Red Riding Hood* by Jerry Pinkney, and *Little Bear’s Visit* by Ese Holmelund Minarik and Maurice Sendak.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 1 <ul style="list-style-type: none">Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL. 1.1)Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELALITERATURE.RL.1.2)Describe characters, settings, and major events in a story, using key details. (CCSS.ELA-LITERATURE.RL.1.3)Compare and contrast the adventures and experiences of characters in stories. (CCSS.ELA-LITERATURE.RL.1.9)Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS.ELALITERACY.RI.1.4)Use the illustrations and details in a text to describe its key ideas. (CCSS.ELALITERACY.RI.1.7)	<i>Students will be able to independently use their learning to...</i> T1 Accurately and fluently decode words in order to comprehend and make meaning of a wide range of texts. T2 Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences. T3 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Stories have characters, settings, and events that work together to teach a lesson.	<i>Students will keep considering...</i> Q1 How do characters and events help tell a story and teach a lesson?

Stage 1: Desired Results - Key Understandings

- With prompting and support, read informational texts appropriately complex for grade 1. (CCSS.ELA-LITERACY.RI.1.10)
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS.ELA-LITERATURE.W.1.3)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELALITERACY.RF.1.1.A)
- Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A)
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS.ELA-LITERACY.RF. 1.2.B)
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS.ELALITERACY.RF.1.2.C)
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS.ELALITERACY.RF.1.2.D)
- Know the spelling-sound correspondences for common consonant digraphs. (CCSS.ELA-LITERACY.RF.1.3.A)
- Decode regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.1.3.B)
- Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS.ELA-LITERACY.RF.1.3.C)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS.ELA-LITERACY.RF.1.3.D)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS.ELA-LITERACY.RF.1.3.E)
- Read words with inflectional endings. (CCSS.ELA-LITERACY.RF.1.3.F)
- Recognize and read grade-appropriate irregularly spelled words. (CCSS.ELALITERACY.RF.1.3.G)
- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF. 1.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELALITERACY.RF.1.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELALITERACY.RF.1.4.C)
- 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). (CCSS.ELALITERACY.SL.1.1.A)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS.ELALITERACY.SL.1.1.B)
- Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.1.1.C)
- Print all upper- and lowercase letters. (CCSS.ELA-LITERACY.L.1.1.A)
- Use common, proper, and possessive nouns. (CCSS.ELA-LITERACY.L.1.1.B)

U2 Decoding strategies support accurate and fluent reading, which supports comprehension.

U3 Monitoring comprehension and adjusting when something doesn't make sense is essential to understanding text.

U4 Applying knowledge of new vocabulary deepens understanding of text.

U5 Writers make deliberate choices to communicate meaning clearly, using conventions, process, and evidence as they develop as authors.

Q2 How do I use what I know about sounds, letters, and patterns to read this text?

Q3 What clues in the text and my background knowledge help me understand what I read?

Q4 How can the words I know help me understand what I read?

Q5 How can I use the writing process to make deliberate choices that communicate my ideas clearly?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Folktales are stories typically passed on by word of mouth found in many cultures and fairytales are a type of folktale.

K2 Folktales and fairytales have characters, setting, a problem and solution.

K3 Characters in folktales learn important lessons.

K4 Readers ask and answer questions about key details in a story.

K5 Writers include a setting, characters, a problem and a solution.

K6 Actions, thoughts, and dialogue convey meaning in a story.

K7 Stories can be compared by looking at characters, settings, and events.

K8 Foundations & Heggerty:

- Segmenting and blending up to 5 sounds
- Suffix -s added to words with 5 sounds
- Suffixes -ed, -ing added to unchanging basewords with closed syllables
- Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw

Skill(s)

Students will be skilled at...

S1 Identifying the characteristics of a folktale and fairytale and what culture they originated.

S2 Retelling stories using characters, setting, problem, solution, and the lesson learned.

S3 Creating a story arc (plot mountain) to understand the story and identify the lesson learned.

S4 Drafting a tale using the writing process with a beginning, middle and end.

S5 Writing a beginning that engages the reader in the setting of the story and an ending that reveals the lesson learned.

S6 Writers use editing and revising checklists to improve to improve writing.

S7 Comparing two stories by explaining how they are the same and different.

S8 Applying phonemic awareness and phonics skills to read and spell words accurately.

Stage 1: Desired Results - Key Understandings

- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS.ELA-LITERACY.L.1.1.C)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS.ELALITERACY.L.1.1.J)
- Capitalize dates and names of people. (CCSS.ELA-LITERACY.L.1.2.A)
- Use end punctuation for sentences. (CCSS.ELA-LITERACY.L.1.2.B)
- Use commas in dates and to separate single words in a series. (CCSS.ELALITERACY.L.1.2.C)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS.ELA-LITERACY.L.1.2.D)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS.ELALITERACY.L.1.2.E)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.1.4.A)
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS.ELALITERACY.L.1.4.C)
- 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)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

- Vowel-consonant-e syllable in one-syllable words
- Syllables in multisyllabic words
- Compound words