

Grade 1, 3rd Quarter, Unit 2
Compare and Contrast - Literature

Overview

Number of instructional days: 20 (1 day = 120 minutes)

Unit Summary

In this unit, students read a variety of grade level fictional texts. They will use illustrations and key details to describe characters, settings, and major events. Children must identify who is telling the story at various points. Additionally, they will focus on words and phrases that appeal to the senses or suggest feelings. They will use grade-level phonics and word analysis skills in decoding words two syllable words by breaking the words into syllables.

Students will write narratives with a focus on sequenced events. They will write stories with details using words to signal order of events and a sense of closure. When writing and speaking, students will be expected to use grade level word usage, grammar, and conventions. Students will be expected to ask and answer questions about what a speaker says to gather additional information or clarify something not understood.

It is expected that all students will read, comprehend, and respond to grade level literature – including prose, poetry and informational text, with guidance and support.

Concepts to Be Learned and Skills to Be Used

- DESCRIBE **characters, settings, and major events** in a story, USING **key details**.
- IDENTIFY **words** and **phrases** that suggest feelings or appeal to the senses.
- IDENTIFY **who** is telling the story.
- USE **illustrations** and **details** in a story to DESCRIBE **characters, setting, or events**.
- WRITE **narratives** in which they RECOUNT **two or more sequenced events**, INCLUDE **some details**, USE **some temporal words**, PROVIDE a sense of **closure**.
- KNOW and APPLY **grade-level phonics** and **word analysis skills** in DECODING **words**.
 - DECODE **two-syllable words** FOLLOWING **basic patterns** by BREAKING **the words into syllables**.
- ASK and ANSWER **questions** about what a speaker says in order to GATHER **additional information** or CLARIFY **something** that is **not understood**.

- DEMONSTRATE **command of the conventions** of standard English such as **capitalization, punctuation, and spelling**.
 - USE **commas** in **dates** and **single words** in a **series**.

Essential Questions

- What are the important parts of a story? How do they help you understand the story?
- How do the key details help you understand story elements?
- How do illustrations help you tell a story?
- What does sequence mean? How does order of events help you understand the story?
- What might happen if you told story events out of sequence?
- How does setting influence or inform the reader about the story?
- Why is it important to ask questions?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

Standards that are the Focus in the Unit of Study:

- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6 Identify who is telling the story at various points in a text.
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- W.1.3 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.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Use commas in dates and to separate single words in a series.

Standards that Reinforce the Unit of Study Standards:

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- RL.1.1 Ask and answer questions about key details in a text.
- R.L 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Use common, proper, and possessive nouns.
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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).

Standards that Recur through many/all of the Units of Study:

Grade 1, 3rd Quarter, Unit 2

August 2013

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Clarifying the Standards

Key: RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF= Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards

RL – Before Grade 1, students identified characters, settings, and major events in a story, with prompting and support. **In Grade 1, students describe characters, settings, and major events in a story, using key details.** As they move to Grade 3, students will describe how characters in a story respond to major events and challenges.

Before Grade 1, students asked and answered questions about unknown words in text. **In Grade 1, they will identify words/phrases in stories or poems that suggest feelings or appeal to the senses.** As they move to Grade 2, students will describe how words/phrases supply rhythm and meaning in a story, song, or song.

Before grade 1, students named the author and illustrator of a story and defined their roles, with prompting and support. **In Grade 1, students will identify who is telling the story at various points in the text.** As they move to Grade 2, students will acknowledge differences in points of view of characters. This includes speaking in a different voice for each character when reading dialogue.

Before Grade 1, students described the relationship between illustrations (what moment the illustration depicts) and the story in which they appeared with prompting and support. **In Grade 1, they will use the illustrations and details in the story to describe characters, setting, and/or events.** As they move to Grade 2, students will use information gained from illustrations and words in print/digital text to demonstrate understanding of characters, setting or plot.

RI – Not addressed in this unit.

W – Before Grade 1, students used a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. They told about the events in the order in which they occurred, and provide a reaction to what happened. **In Grade 1, students will write narratives in which they recount two or more sequenced events, including some details regarding what happened. Students will use temporal words to signal event order and provide a sense of closure in their writing.** As students move to Grade 2, they will write narratives in which they recount a well-elaborated event or short sequence of events. They will include details to describe actions, thoughts, and feelings. Students will use temporal words to signal event order and provide a sense of closure in their writing.

RF – Before Grade 1, students knew and applied grade-level phonics and word analysis skills in decoding words. **In Grade 1, students continue to know and apply grade-level phonics and word analysis skills in decoding words, by decoding two-syllable words following basic patterns by breaking the words into syllables.** As students move to Grade 2, they will continue this standard as they identify words with inconsistent, but common spelling-sound correspondence.

SL – Before Grade 1, students asked and answered questions to seek help, get information or clarify misunderstanding. **In Grade 1, they will ask and answer questions about what a speaker says to gather additional information or clarify misunderstanding.** As students move to Grade 2, they will ask and answer questions about what a speaker says to clarify comprehension, gather information or deepen understanding.

L – Before Grade 1, students demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. They wrote a letter or letters for most consonant and short-vowel sounds (phonemes). **In Grade 1, students will continue this standard while using commas in dates and to separate single words in a series.** As students move to Grade 2, the standard will continue while including the use of an apostrophe to form contractions and frequently occurring possessives.

Resources:

References to Appendices A, B, and C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Speaking and Listening p.26

The Special Role of Speaking and Listening in K–5 Literacy

If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is illustrated in the table below, using the distinction linguists make between receptive language (language that is heard, processed, and understood by an individual) and expressive language (language that is generated and produced by an individual).

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well

they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998).

Appendix B: Text Exemplars and Sample Performance Tasks

K–1 Text Exemplars.....14

Stories.....14

Minarik, Else Holmelund. Little Bear..... 14

Eastman, P. D. Are You My Mother?..... 15

Seuss, Dr. Green Eggs and Ham..... 15

Lopshire, Robert. Put Me in the Zoo.....15

Lobel, Arnold. Frog and Toad Together 15

Lobel, Arnold. Owl at Home.....16

DePaola, Tomie. Pancakes for Breakfast..... 17

Arnold, Tedd. Hi! Fly Guy.....17

Poetry.....17

Anonymous. “As I Was Going to St. Ives.”..... 17

Rossetti, Christina. “Mix a Pancake.” 17

Fyleman, Rose. “Singing-Time.” 18

Milne, A. A. “Halfway Down.”..... 18

Chute, Marchette. “Drinking Fountain.”18

Hughes, Langston. “Poem.”..... 18

Ciardi, John. “Wouldn’t You?”..... 18

Wright, Richard. “Laughing Boy..... 18

Greenfield, Eloise. “By Myself.”..... 18

Giovanni, Nikki. “Covers.”..... 18

Merriam, Eve. “It Fell in the City.”..... 19

Lopez, Alonzo. “Celebration.”..... 19

Agee, Jon. “Two Tree Toads.”.....19

Read-Aloud Stories..... 20

Baum, L. Frank. The Wonderful Wizard of Oz.....20

Wilder, Laura Ingalls. Little House in the Big Woods.....20

Atwater, Richard and Florence. Mr. Popper’s Penguins..... 21

Jansson, Tove. Finn Family Moomintroll.....21

Haley, Gail E. A Story, A Story..... 21

Bang, Molly. The Paper Crane..... 22

Young, Ed. Lon Po Po: A Red-Riding Hood Story from China..... 23

Garza, Carmen Lomas. Family Pictures.....23

Mora, Pat. Tomás and the Library Lady..... 23

Henkes, Kevin. Kitten’s First Full Moon..... 24

Read-Aloud Poetry..... 25

Anonymous. “The Fox’s Foray.”..... 25

Langstaff, John. Over in the Meadow..... 26

Lear, Edward. “The Owl and the Pussycat.”..... 27

Hughes, Langston. “April Rain Song.”..... 27

Moss, Lloyd. Zin! Zin! Zin! a Violin.....27

Sample Performance Tasks for Stories and Poetry..... 28

Sample Performance Tasks

After listening to L. Frank Baum’s *The Wonderful Wizard of Oz*, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone. [RL.1.3]

Students identify the points at which different characters are telling the story in the *Finn Family Moomintroll* by Tove Jansson. [RL.1.6]

Students identify words and phrases within Molly Bang’s *The Paper Crane* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]

Appendix C: Samples of Student Writing

Student Sample: Grade 1, Narrative

“I bot a little cotton ball” 13

Terminology

Literary Text - Text designed to convey imaginative information and perhaps tell a story.

Challenging Concepts

Online Resources

The RIDE link below provides various resources for the transition to the Common Core State Standards
<http://www.ride.ri.gov/Division-EEIE/transition.aspx>

The RIDE link below provides various resources for determining **text complexity** as well as other **instructional resources**:
http: www.ride.ri.gov/Instruction/CommonCoreMaterials.aspx

The RIDE link below is to the RIDE **Comprehensive Literacy Plan**
http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf

The RIDE link below has **resources for the Comprehensive Literacy Plan**
http://www.ride.ri.gov/Instruction/RICLP_resources.aspx

The link below provides access to the **common Core State Standards**, as well as **Appendices A.B. and C.** Appendix A includes research and information about all of the strands; Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts; and Appendix C includes grade-level annotated student writing samples that address the three main text types.
<http://corestandards.org/the-standards>

The link provides information about PARCC (Partnership for Assessment of Readiness for College and Careers)

www.parcconline.org

Other Resources