

Unit Overview

In this unit children will experience the power of story as they learn about empathy, imagination, envisionment, and prediction. Readers will track the events of a story, paying attention to the shifts in setting and the story events the characters experience. They will read longer and more complex texts and be able to determine importance when retelling key details in sequence. Children will study characters and relationships, learning all they can about their likes and dislikes, what they do and say. They will be able to infer how the characters are feeling, and they will practice reading fluently, reading in a way that reflects how the character is feeling and bringing him to life. Children will also dig deeper and be able to pull out life lessons from the stories they read. They will recommend favorite books to others, passing along life lessons.

The decision was made to use this unit from the first grade series to support students with story elements as their books become more complex.

For additional information regarding the unit please see TCRWP User’s Guide and The Units of Study in Teaching Reading Grade 1 book 4.

Overarching Standards Aligning with Grade 1 Unit 4, <i>Meeting Characters and Learning Lessons</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.7 , RL.1.9, RL.1.10	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.6
2	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.7 , RL.1.10	SL.1.1, SL.1.2, SL.1.4	L.1.1, L.1.6
3	W.1.3	RL.1.1, RL.1.2 , RL.1.3, RL.1.7, RL.1.9, RL.1.10	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.6
4	W.1.3	RL.1.1, RL.1.2, RL.1.3 , RL.1.7, RL.1.9, RL.1.10	SL.1.1, SL.1.2 , SL.1.5, SL.1.6	L.1.1, L.1.6
5	W.1.3	RL.1.1, RL.1.2, RL.1.3 , RL.1.7, RL.1.9 , RL.1.10	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.6
6	W.1.3	RL.1.1 , RL.1.2, RL.1.3 , RL.1.6, RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.2, SL.1.4 , SL.1.6	L.1.1, L.1.6
7	W.1.3	RL.1.1 , RL.1.2, RL.1.3, RL.1.6 , RL.1.10, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.2, SL.1.6	L.1.1, L.1.4 , L.1.6
8	W.1.3	RL.1.1, RL.1.2, RL.1.3 , RL.1.6, RL.1.7, RL.1.9 , RL.1.10	SL.1.1, SL.1.2 , SL.1.6	L.1.1, L.1.6
9	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4 , RL.1.6, RL.1.7, RL.1.9 , RL.1.10, RF.1.4	SL.1.1, SL.1.6	L.1.1, L.1.6
10	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4 , RL.1.6, RL.1.7, RL.1.9 , RL.1.10, RF.1.1, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.6
11	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7 , RL.1.9, RL.1.10, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.2 , L.1.6
12	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RF.1.4	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.6
13	W.1.3, W.1.8	RL.1.1, RL.1.2, RL.1.3 , RL.1.4, RL.1.9, RL.1.10	SL.1.1, SL.1.2, SL.1.6	L.1.1, L.1.2, L.1.6
14	W.1.3, W.1.8	RL.1.1, RL.1.2 , RL.1.3, RL.1.7, RL.1.9 , RL.1.10	SL.1.1, SL.1.6	L.1.1, L.1.6
15	W.1.3, W.1.8	RL.1.1, RL.1.2 , RL.1.3, RL.1.9 , RL.1.10	SL.1.1, SL.1.2, SL.1.6	L.1.1, L.1.6
16	W.1.3	RL.1.1, RL.1.2 , RL.1.3, RL.1.9 , RL.1.10	SL.1.1, SL.1.6	L.1.1, L.1.6
17	W.1.1, W.1.3	RL.1.1, RL.1.2 , RL.1.3, RL.1.9	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.2, L.1.6
18	W.1.1, W.1.3	RL.1.1, RL.1.2 , RL.1.3, RL.1.9	SL.1.1, SL.1.4, SL.1.6	L.1.1, L.1.6
Read-Aloud	W.1.3	RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RF.1.4	SL.1.1, SL.1.2, SL.1.4, SL.1.6	L.1.1, L.1.6
Shared Reading	W.1.3, W.1.8	RL.1.1, RL.1.2, RL.1.3, RL.1.4 , RL.1.7, RL.1.10, RF.1.2, RF.1.3, RF.1.4	SL.1.1, SL.1.4 , SL.1.6	L.1.1, L.1.4, L.1.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 1 Unit 4, <i>Meeting Characters and Learning Lessons</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
2	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>		
3	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics</p>	

		<p>and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>	
4	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
5	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>		
6	<p>RL.1.1 Ask and answer questions about key details in a text.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read</p>	

	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. 	<p>aloud or information presented orally or through other media</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>	
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	<p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
7	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p>

	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant raphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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. 		<p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
8	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	

	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>		
9	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>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., <i>because</i>).</p>
10	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>	

	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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. 		
<p>11</p>	<p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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. 		<p>L.1.2 . Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common

			<p>spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
12	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
13	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>		
14	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>		
15	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>		

	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		
16	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		
17	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	
18	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	SL.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	

		<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>SL.1.6 Produce complete sentences when appropriate to</p>	
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		task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	
Read-Aloud	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SL.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p>	

		<p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	
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<p>Shared Reading</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>d. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>e. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>f. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring</p>
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	<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>e. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>conjunctions to signal simple relationships (e.g., <i>because</i>).</p>
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Readers compare and contrast books by asking, “What’s the same? What’s different?” • Readers know that when books take you on reading adventures, you almost become the character, changing your voice to show what the character is feeling. • Readers mark important parts in their books to retell and retain the story. • Readers notice the lessons in their books by paying attention to what the character learns when a problem gets solved. • Readers understand the importance of rereading to notice new details in their stories. • Readers use what is happening in the story to predict what will come next. • Readers who know books have strong opinions, and they share their opinions with others. 	<ul style="list-style-type: none"> • How do readers get to know characters in the books they read? • How do readers find out about how characters feel? • How do readers determine what characters have learned in the books they read? • How do readers understand the central message or life lesson in the books they read? 	<ul style="list-style-type: none"> • Compare and contrast books by asking, “What’s the same? What’s different?” • Change their voice to show what a character is feeling in the book they are reading. • Mark important parts in their books in order to be able to retell and retain the story. • Notice the lessons in their books by paying attention to what the character learns when a problem gets solved. • Pay attention to the relationships in the story to get to know a character better. • Share their opinions with others about the books they are reading. • Understand the importance of rereading and to notice new details in their stories. • Use what is happening in the story to predict what will come next.

<ul style="list-style-type: none"> To get to know a character better, readers pay attention to the relationships in the story. 		
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> Create and refer to anchor charts. Provide and present mentor texts as models. Teach the <i>Work of Readers</i> Charts. Model (Talk Aloud) the strategies good readers use. Study book pictures Practice creating mental movies as you read. Investigate figurative language and descriptive vocabulary and how authors use them. Turn and Talk the dialogue in a story to bring the characters' feelings alive. Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> provide leveled books appropriate for all reading levels provide support as needed through conferencing provide support as needed through strategy groups provide support as needed through guided reading groups provide individualized copies of teaching charts provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning scaffold or stretch learning through the use of various strategies 	<p>Mentor Text and Read Aloud</p> <ul style="list-style-type: none"> Upstairs Mouse, Downstairs Mole; Wong Herbert Yee Chrysanthemum; Kevin Henkes A Chair for My Mother; Vera B. Williams "Chums;" Arthur Guiterman (poem) George and Martha One More Time; James Marshall Lilly's Purple Purse; Kevin Henkes Iris and Walter and the Field Trip; Elissa Haden Guest Mr. Putter and Tabby Drop the Ball; Cynthia Rylant Henry and Mudge series; Cynthia Rylant Little Critter; Mercer Mayer Fly Guy series; Ted Arnold Little Bear series; Else Holmelund Minarik Elephant and Piggie series; Mo Willems

Grade 2 Unit 3 – Meeting Characters and Learning Lessons

Reading Workshop: January

<ul style="list-style-type: none">• Provide checklists and reading progressions to assess and develop on-going reading goals.• Practice alternating the speed a text is read to reflect tone and mood.• Plan to celebrate the conclusion of classroom reading projects.• Use technology in the reading classroom; for example, use storytelling videos.	<ul style="list-style-type: none">• provide appropriate reading partners	<p>Biscuit series; Alyssa Satin Capucilli</p> <ul style="list-style-type: none">• Mrs. Wishy Washy; Joy Cowley• Peter's Chair; Ezra Jack Keats• Leonardo and the Terrible Monster; Mo Willems
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Running Records • Spelling Inventory • Conferring 	<ul style="list-style-type: none"> • Teacher-student conferences including: individual, small group, strategy group, and guided reading • Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. • Reading logs • Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> • Teacher-student conferences • Running Records • Spelling Assessments • Reading logs • and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 1 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.