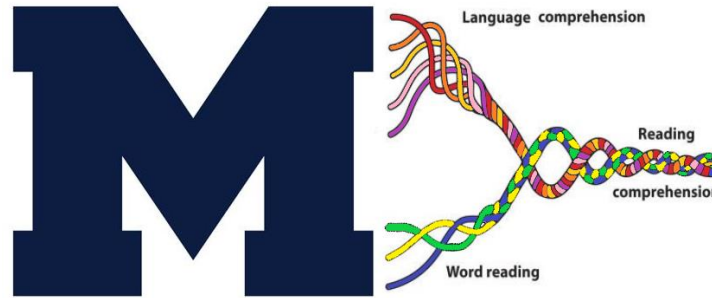




## FIRST GRADE ELA KNOWLEDGE-BASED UNITS



<b>Theme</b>	<i>Unit #6: Different Stories Around the World</i>	<b>Suggested Duration</b>	<i>3 weeks</i>
--------------	--	---------------------------	----------------

### GSE Standards

#### Priority Standards

ELAGSE1RL1 Ask and answer questions about key details in a text.

ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL5 Explain major differences between texts that tell stories and texts that give information.

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Essential Questions**

<p><b>Factual—</b></p> <p>Who is the main character in the story?</p> <p>Where does the story take place?</p> <p>What major problem do the characters face?</p>	<p><b>Inferential—</b></p> <p>How is the main character treated by other characters?</p> <p>How does the setting influence specific details in the story?</p> <p>What is the source of the major problem?</p>	<p><b>Critical Thinking-</b></p> <p>What parts of the story could not happen in real life?</p> <p>Which version of the story do you prefer? Why?</p>
---	---	--

Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
when, where, who, why, what	character, prefer, version, setting, plot, foreign, deeds, cunning	

**Science of Reading Strategies**

<p><a href="#">Berger Framework for Comprehension: Template</a></p> <p><a href="#">Berger Framework with Instructional Notes</a></p>	<p>Phonics Strategy</p> <p>Refer to the <a href="#">Tool 4</a> handouts to lead students through Building Words (pg. 30) activities using key words from this unit that feature known letter-sound spellings--<i>plot, tale, same, place</i></p>	<p>Fluency Strategy</p> <p>Refer to the <a href="#">Tool 7</a> handouts to lead students through Spin, Say, Write (pg. 17-19) using key vocabulary as the basis for reviewing a previously taught skill. For example, CVCe with initial blends--<i>place, spike, pride, plume, stone, trade.</i></p>
--	--	--

**Assessments**

**Formative Assessment(s):**

Have individuals, partners, or small groups complete a Somebody Wanted But So Then profile of one of the stories in this unit. For example,

Somebody	Cinderella
Wanted	Wanted to go to the ball
But	But she was not allowed, had no way of getting there, had nothing fancy to wear
So	So her fairy godmother used magic to help her get the things she needed
Then	Then she lost her shoe at the ball and the prince used it to find her

**Standards:**

ELAGSE1RL1 Ask and answer questions about key details in a text.

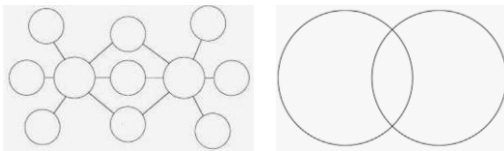
ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

**Summative Assessment(s):**

Description: Compare Stories

1. Provide students with a Double Bubble Map or Venn Diagram and revisit its use for comparing similarities and contrasting differences between objects or ideas.



2. Assign or allow students to choose two similar stories from this unit to compare and contrast based on the characters, setting, and major events.

**Standards:**

ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

**Writing Task and Rubric:**

Description: As part of their Summative Assessment, have students use [Divided Writing Paper](#) and additional [Writing Lines](#) to draft an informational writing illustrating and describing the similarities and differences between their characters. Provide students with the [Informational Writing Checklist](#) to guide their work and use the [Informational Writing Rubric](#) to score their final product.

**Standards:**

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Building Background Knowledge Through The Berger Framework</b>	<a href="#">Berger Framework: Waiting for the BiblioBurro</a>	
<b>Standards Based Text Activities</b> - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	After reading multiple versions of the Cinderella story, Think Pair Share: If you had a fairy godmother, what would she help you to do? What might go wrong with her help?	
<b>Performance Task</b> - students should use both written and verbal expression to complete the task.	<ol style="list-style-type: none"> <li>1. Ask students to think about the read-aloud that they listened to earlier in the day. Give each student a piece of paper, and ask each to draw a picture of one part of the story he or she remembers.</li> <li>2. Have students write a sentence about their drawings using the sound-spelling correspondences taught thus far. It might be a favorite part, or a part with an interesting character, or a part in which something important happens. As you circulate, make sure that each student is representing an idea from the day's read-aloud.</li> <li>3. When students have completed their drawings, tell students that they are going to put their drawings in the correct sequence—in the order that they heard from the day's story. Explain to students that we read text from left to right, so the students will stand from left to right to retell the read-aloud with their pictures.</li> <li>4. Have one student come up to the front of the room and describe his or her</li> </ol>	

- drawing. Then have another student come up, describe his or her drawing, decide if his or her drawing occurred before or after the first student's drawing, and reflect that sequence by standing either to the left or to the right of the first student.
5. Repeat this procedure until all the students are standing at the front of the room, holding pictures of events in sequence. As the students describe their drawings, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

**Recommended High Quality Complex Text By Lexile Band**

Señorita Mariposa - (District provided)  
Waiting for the Biblioburro/Esperando el Biblioburro (District provided)  
Fin M'Coul: The Giant of Knockmany Hill  
Clara