

**English Language Arts  
Unit 4: Literature**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Why do readers read?</li> <li>▪ How do readers construct meaning?</li> <li>▪ What are the major differences between fictional and informational texts?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Literature contains key ideas, details, and structural elements that differ from informational text.</li> <li>▪ Responses to reading demonstrate knowledge by referring to literary elements from the text.</li> <li>▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.</li> </ul>
<b>Vocabulary/Content</b>	<p>fiction, nonfiction, character, setting, events, compare/contrast (alike/different), sequence, retell, vocabulary, folk tale, main idea, problem, solution, connection, text-to-self, text-to-text, text-to-world, prediction, infer, author’s purpose, author’s message, detail, anchor chart</p>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions for clarification and understanding about key ideas and unknown words in a text.</li> <li>• Retell stories and explain the central message or main idea of the story.</li> <li>• Use illustrations and details from the text to describe a story’s characters, setting, and major events, and identify who is telling the story at various points in the text.</li> <li>• Identify places in a text where the author uses words to describe or create feelings or engages the senses.</li> <li>• Explain the differences between fiction and non-fiction texts.</li> <li>• Compare and contrast the adventures and experiences of characters in stories.</li> <li>• With guidance and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• Read grade level texts with purpose, accuracy, fluency, and comprehension.</li> <li>• Students speak clearly and actively engage in collaborative discussions.</li> <li>• Determine the meaning of unknown words, multi-meaning words, and word relationships.</li> </ul>
<b>Related Maine Learning Results</b>	<p>Reading Literature- Grade One</p> <ul style="list-style-type: none"> <li>• RL.1.1 Ask and answer questions about key details in a text.</li> </ul>

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	<ul style="list-style-type: none"> <li>• RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3 Describe character, settings, and major events in a story. Using key details.</li> <li>• RL.1.4 Identify words or phrases in stories or poems that suggest feelings or appeal to senses.</li> <li>• RL.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.</li> <li>• RL.1.6 Identify who is telling the story at various points in the text.</li> <li>• RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</li> <li>• RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ul> <p><u>Speaking and Listening- Grade One</u></p> <ul style="list-style-type: none"> <li>• SL.1. participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small or larger groups.             <ol style="list-style-type: none"> <li>a. 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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> </li> </ul> <p><u>Language- Grade One</u></p> <ul style="list-style-type: none"> <li>• L.1.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.             <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., looks, looked, looking).</li> </ol> </li> </ul>
<p><b>Sample Lessons and Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Use read alouds to teach accountable talk.</li> <li>▪ Use story boards, maps and venn diagrams to teach and strengthen comprehension skills.</li> <li>▪ Text mapping showing visual differences between fiction and non-</li> </ul>

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<p><b>Sample Classroom Assessment Methods</b></p>	<p>fiction.</p> <ul style="list-style-type: none"> <li>• DRA 2</li> <li>• Running records</li> <li>• Sight Word List</li> <li>• CAP (Concepts About Print)</li> <li>• Reading Inventory</li> <li>• Conference, observations and anecdotal notes</li> <li>•</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> <li>• <i>The CAFÉ Book</i></li> <li>• <i>Daily Five</i></li> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins</li> <li>• <i>Observation Survey</i> Marie Clay</li> </ul> <p><u>Mentor Texts:</u></p> <ul style="list-style-type: none"> <li>• <i>Toys Go Out</i> series by Emily Jenkins</li> <li>• <i>Ollie the Stomper</i> by Olivier Dunrea</li> <li>• <i>Gossie and Gertie</i> by Olivier Dunrea</li> <li>• <i>Kazam's Birds</i> by Amy Ehrlich</li> <li>• <i>Frog and Toad Are Friends</i> by Arnold Lobel</li> <li>• <i>Tumbleweed Stew</i> by Susan Stevens Crummel</li> <li>• <i>Zelda and Ivy</i> by Laura McGee Kvasnosky</li> <li>• <i>In the Days of the Dinosaur</i> by Hugh Price</li> <li>• <i>Mr. Putty and Tabby Drop the Ball</i> by Cynthia Rylant and Arthur Howard</li> <li>• <i>George and Martha</i> by James Marshall</li> <li>• <i>Iris and Walter and the Field Trip</i> by Elissa Haden Guest</li> <li>• <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Lee</li> </ul> <p><u>Videos:</u></p> <ul style="list-style-type: none"> <li>○ Reading Rainbow</li> </ul>