

Grade: First

Unit: Comprehension

Timeline: 4 Weeks

ESSENTIAL STANDARDS ADDRESSED IN THIS UNIT

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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.

LEARNING PROGRESSION

Grade Below:

RL.K.2 With prompting and support, retell familiar stories, including key details.

Grade Above:

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STUDENT-FRIENDLY LEARNING TARGETS

- I can identify the elements of a story including:
 - Characters
 - Setting
 - Key events
- I can retell a story in sequence (including characters, setting and key events).
- I can determine the lesson or message in a story.
- I can write to recount or to create a story using characters, setting, and key details in a logical sequence.

ASSESSMENTS AND EVIDENCE

Please read:

Comprehension Assessment Directions:
 The teacher will read the passage aloud to the class while the students follow along. Then, the teacher will give each student the comprehension questions. Students will individually write the answer to each question on their own paper. If a student has difficulty writing their answer, the teacher

can ask the student to verbally state their answer as the teacher writes the answer for the student.

Pre-Assessments

- Comprehension Assessment
[The Tortoise and the Hare](#)

Formative Assessments (Team Generated)

- [Beginning, Middle, End](#)
- [Story Elements Checklist](#) (add student's names and check off or date the boxes as the skills are mastered through observation or paper assessments)
- [Characters, Setting, Moral/Lesson](#)

Post-Assessments

- Comprehension Assessment
[The Boy Who Cried Wolf](#)

[Narrative Writing Rubric](#)

KEY ACADEMIC VOCABULARY

Retell, Story Elements, Setting, Characters, Details, Central Message (Lesson)

DOK Questions

- **Who are the characters in this story? (Level 1)**
- **What is the setting in this story? (Level 1)**
- **What happened at the beginning, middle, or end of this story? (Level 1)**
- **Can you retell the problem/solution in your own words? (Level 2)**
- **Can you tell this story's lesson in your own words? (Level 2)**
- **Can you predict what would have happened if ...? (Level 3)**
- **Can you write to retell or create a story that includes characters, setting and key details in a logical sequence? (Retell= Level 3/ Create=Level 4)**

On-Going Standards

RL.1.3 Describe characters, settings, and major events in a story, using key details.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<u>W.1.3.A This standard begins in Grade 3.</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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Intervention Plan

<u>Intensive</u> → Identify and tell about the characters and setting in a story.	<u>Strategic</u> → Identify the characters and setting in a story and retell some key events.	<u>Good to Go</u> → Retell a complete story and determine the message in the story.
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Instructional Plans

Common Misconceptions

Focus 1 <u>Administer pre-assessment</u> <ul style="list-style-type: none"> ● I CAN identify and describe the characters in a story-Character Anchor Chart <ul style="list-style-type: none"> ○ Read a book aloud. Identify and describe the characters.-Picture the Character 	Be sure to model/encourage using the names of the characters rather than referring to them in a general manner. (ex: “Matt” should be used instead of “the boy.”)
Focus 2 <ul style="list-style-type: none"> ● I CAN identify and describe the setting in a story. <ul style="list-style-type: none"> ○ Create a class anchor chart. Example of Setting Anchor Chart ○ Read a book aloud. Discuss the setting of the book using the class anchor chart created. ○ Have students complete the graphic organizer for “setting”. *Consider doing this as a class or in partners/small groups before independent practice. Setting -graphic organizer <p><u>ADMINISTER CFA- Checklist for Characters and Setting</u></p>	Students often think of the “setting” as only a “place”. It’s important for them to understand that it can also include the time and environment.
Focus 3 <ul style="list-style-type: none"> ● I CAN identify and describe the characters and setting in a story. ● I CAN retell some of the key events. Graphic Organizer <ul style="list-style-type: none"> ○ What is a “key event”? ○ Beginning 	Students tend to think all information in the book is a key event.

<ul style="list-style-type: none"> ○ Middle ○ End 	
<p>Focus 4 Central Message Activity Central Message Anchor Chart</p> <ul style="list-style-type: none"> ● I CAN identify the lesson or central message in a story. <ul style="list-style-type: none"> ○ What does “Central Message or Lesson” mean? ○ How do I find the “Central Message” in a story? <ul style="list-style-type: none"> ■ What lesson does the character learn in the story? ■ What lesson does the author want us to learn from the story <p><u>ADMINISTER CFA- Beginning, Middle, End, Moral/Lesson checklist</u></p>	<p>Students often want to state the lesson in the “negative” or as something you shouldn’t do rather than as a piece of advice to be followed.</p>
<p>Focus 5 <i>Writing Prompt- Extension Activity</i></p> <ul style="list-style-type: none"> ● I can write to retell or to create a story using characters, setting, and key details in a logical sequence. <ul style="list-style-type: none"> ○ Using the activity linked here Story Question Cube, have students retell a story that has been read aloud to them OR using the build a story activity allow students to create their own story to include the elements in the activity. ○ This activity could be used several times (with different stories): First- model completing the activity with the class, Next, Allow students guided practice in partners or small groups, then have students complete independently. <p>Narrative Writing Rubric</p> <p><u>Administer post assessment</u></p>	<p>Writing should be assessed on content rather than mechanics.</p> <p><i>*Recommended apps for having students orally tell their story are included in the resources section below. These could be used for those students who are provided accommodations for writing.</i></p>

ADDITIONAL RESOURCES:

[Comprehension Prompts for Fiction Texts](#)

[Comprehension Guide for Fiction-HOTS](#)

[Anchor Chart Examples for Comprehension](#)

[Retelling & Recounting Stories: Exploring ELA](#)

*www.chatterpix.com (app for orally retelling stories)

*www.seesaw.com (app for orally retelling stories)

*www.flipgrid.com (app for orally retelling stories)

Suggested Accommodations:

- Small Group
- Read the story aloud
- Ask questions after each page: ex. Who did this? What are they doing? Why is this happening? Where are the characters? If you ask leading questions after each page, the student will remember things more easily.
- Story Retelling anchor chart or even flip cards on a ring. Great charts on Pinterest.
- Give affirmation of each detail the student gives.
- Begin with a picture walk of the book.
- Retell familiar stories
- Parts of a Story: <http://www.youtube.com/watch?v=nePjWXecQ>
- Let's Retell A Story: <http://www.youtube.com/watch?v=nnMmPr9OEoy>