



Grade 1

Narrative Units

Unit 1: How Do Our Books Go?

Unit 2: How Do We Talk About Books?

Unit 3: Characters: The Life in Literature!

Unit 4: What is This Really About?

First Grade Narrative Units of Inquiry

Essential Learnings

Using their knowledge of how stories are structured and organized, students express their ideas about the abstract concepts that are central to the texts read to and by them, orally and in writing.

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository text" (RC 2.0).

Grade 1 Narrative Unit 1 of 4: How Do Our Books Go?

In this unit students construct understanding of text by exploring how story structures and organization can guide their consideration of central ideas/abstract concepts. In order to strengthen their notion of central ideas/abstract concepts and how they are established, students examine the connection between the form and function of variously organized stories (e.g., (a) *If You Give a ...*, (b) *The Kite*, (c) *Two Greedy Bears*, and standard stories). They comment on the ways that grade level narrative texts are organized (e.g., (a) The mouse keeps getting new ideas that get him into more trouble, (b) The family keeps having more and more problems, (c) The fox keeps eating more and more of the cheese...). With teacher modeling and support, students use their understanding of these organizational patterns to develop and express central ideas and abstract concepts (e.g., (a) The mouse finally came back to the first thing he was looking for, (b) The family got even more than they wanted because they never gave up, (c) The bears argued so much that they never actually got what they wanted...). Students deliver oral and written presentations about important life events and personal experiences. Students try-on authorial decisions that they notice in stories they read, (e.g., story structures, transition words, dialogue, beginnings/endings...) to write about their own life experiences (e.g., short story/paragraph, mini-chapter books, and poems) and responses to literature.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Demonstrate an understanding of fictional structures (i.e., standard story, circular, episodic, etc.) and use them to understand the central idea (RC 2.0, 2.1, 2.5-2.7; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2, 2.3, 2.4; FW pp. 25-27, 48-52)

- Discuss their purpose(s) for reading narrative text (RC 2.0; LR 3.0, 3.3; LC 1.0, 1.1; LS 1.0; FW pp. 25, 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)* (RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

Grade 1 Narrative Unit 2 of 4: How Do We Talk About Books?

In this unit, students construct understanding of rich literature in a way that increasingly focuses on central ideas/abstract concepts. They use textual elements (i.e., story elements, structural patterns, language patterns) and features of the text (i.e., title, photographs, illustrations, etc.) that support their understanding of the text's fundamental issues/ideas. Students' emerging language for describing common story ideas (e.g., "good," "bad," "sad") grows in sophistication (e.g., toward more precise word choices such as greed, frustration, disappointment, relief, hope, etc.). Teachers mark (highlight) and reinforce students' natural reactions to the stories they read as essential to talking about books. Students engage in academic text-based discussions that reflect their growing understanding of the meanings and messages of texts (e.g., "This author writes a lot of stories about the importance of families", "When the character says...she's showing how she really feels about...", "The illustrator uses dark colors to make the story more spooky", "This title gives you a hint that there's going to be some trouble....."). Using their growing appreciation and understanding of the roles of authors and illustrators and their contributions to print materials, students explore and compose a wide range of written texts (e.g., stories, books, invitations, cards, letters, lists, notices, signs, and posters) for authentic self-selected audiences and purposes. Students deliver oral presentations and write about their own life experiences and responses to literature organized around a central idea (e.g., "I want to be like my big brother...", "My family celebrations are important...", "The book *Stellaluna* makes me think about how everyone doesn't have to be the same").

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- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Identify/explore central ideas/abstract concepts using sophisticated language (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)* (RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

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Grade 1 Narrative Unit 3 of 4: Characters: The Life in Literature!

In this unit, students examine known and new characters to discover how they function in stories. They make generalizations about character types (e.g., Chester the "cautious" type; Lilly the "free-spirit" type, etc.) and connect character issues (e.g., "Ira is trying to deal with his fear of the dark...") with central ideas/abstract concepts in text. They study the role of anthropomorphic animals (e.g., *Stellaluna*) in texts, contrasting them with non-fiction treatment (e.g., "Facts about Fruit Bats") to strengthen their awareness of the purpose of fiction. They will consider how the common author decision to have animals represent human issues affects how they see the book and its ideas. Students discuss, compare, and contrast characters within and across texts in oral and written responses to literature (e.g., "Lilly and Chester are totally different from each other", "George is a naughty character who's always getting into trouble just like..."). Students build and orally present an ongoing repertoire of stories, rhymes, songs, and poems. Using their knowledge of how mentor authors write about people, students incorporate a range of authorial decisions to produce a variety of texts (e.g., Pen-Pal letters, stories, biography of a friend or relative, interview, dialogue, persuasion, description) for authentic audiences and purposes.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Identify/explore central ideas/abstract concepts using sophisticated language (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Express personal views about the actions of a character and speculate on own behavior in a similar situation (RC 2.0, 2.5, 2.6; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2-2.4; FW pp. 25-27, 48-52)
- Confirm and adjust thinking as story unfolds based on evidence of character and plot in text (RC 2.0, 2.5, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; LC 1.0; LS 1.0-1.2, 1.4, 1.5; SA 2.0, 2.2; FW pp. 25-27, 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)*(RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Make generalizations about character types based on actions, traits, etc. (RC 2.0, 2.5, 2.6; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2; FW pp. 25-27, 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

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Grade 1 Narrative Unit 4 of 4: What is this Really About?

In this unit, students construct understanding of texts by examining the central ideas and abstract concepts in texts. In order to fully appreciate critical differences, they will initially consider several books on the same topic to recognize that ideas emerging from texts are different despite similar content (e.g., fish in fictional texts: *Swimmy*, *The Rainbow Fish*, *Big Al*, etc. all include fish characters but demonstrate different ideas/abstract concepts). Subsequently, they will examine how common ideas/abstract concepts are portrayed differently across texts. For example, friendship is treated differently in the texts *The Rainbow Fish* and *Chester's Way*. By looking at how different texts treat the same issues (e.g., friendship, cooperation, bravery, fear, etc.), students will refine and revise their own ideas about life issues (e.g., Some friends might act like that but other friends act more like...everybody is different...) Students' language for making comparisons will be lifted towards more sophisticated phrases through modeling and framing. Students orally present and write responses to literature that include their insights about ideas/abstract concepts portrayed in the texts. Students write narrative and expository texts with a clear focus and descriptive sensory details, using language conventions (punctuation, grammar) and maneuvers (word play, onomatopoeia, speech bubbles, dialogue) to enhance their messages for their intended audience. Students independently select a variety of writing applications and genres (personal "how to"/advice books: *how to be a good friend*, *how to be brave*, *how to get along with your brother*... poetry, memoir, stories, research articles...) for their own important messages.

Outcomes

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- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea (e.g., friendship) across texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
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- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

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