

**Diocese of Allentown UbD UNIT PLAN & LESSON PLANS**

(Adapted from Wiggins & McTighe, *Advanced Concepts in Creating and Reviewing Units: Forms & Facts*, (2012).

TEACHER:	CLASS/SUBJECT:	DATE:
	<b>READING COMPREHENSION Unit 1</b>	

**Unit 1 of Houghton Mifflin Harcourt Journeys Common Core 5-6 weeks**

**ELA units are 3-pronged. This prong is focused on instructional information for teaching reading comprehension. Another prong is focused on Reading Strategies and a third prong focuses on Writing, which encompasses grammar and instruction in composition.**

**STAGE 1- DESIRED RESULTS**

Understanding Goal:

Posed as an essential question: Why does an author choose one genre over another to tell a story?

Statement: Authors tell stories using different genre for different reasons. Readers develop preferences for genre and read different genre according to what they like or what they need.

**DIOCESAN Standards: PA Core Standards Anchor Standard**

1.3 Reading Literature *Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.*

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- RL.1.1 Demonstrate comprehension of text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- RL.1.2 Respond to literature.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

- RL.1.3 Identify the literary elements of a story.

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- RL.1.4 Locate words and phrases from a story or poem that create sensory images.

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- RL.1.5 Differentiate between fiction and non-fiction texts, drawing on a wide range of genre.

**6. Access how point of view or purpose shapes the content and style of a text.**

- RL.1.6 Determine who is telling the story at different parts of the text.

**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- RL.1.7 Use the illustrations and details from the text to describe the characters, setting, and events in a story.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- RL.1.9 Compare and contrast the adventures and experiences of characters in familiar stories.

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

- RL.1.10 Actively engage in reading various prose and poetry with purpose and understanding.

1.2 Reading Informational Text *Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.*

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- IT.1.1 Demonstrate comprehension of text.

**2. Determine main (central) ideas and/or themes of a text and analyze their development; summarize the key**

**supporting details and ideas.**

- IT.1.2 Respond to text.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

- IT.1.3 Compare and contrast to make connections in a text.

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- IT.1.4 Ask and answer questions about unfamiliar words and phrases to clarify important concepts in the text.

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- IT.1.5 Recognize and use text features such as table of contents, headings, glossaries, electronic menus, and icons to find needed information.

**6. Access how point of view or purpose shapes the content and style of a text.**

- IT.1.6 Differentiate information provided by pictures or graphics such as tables, charts and graphs and information provided by the text.

**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

- IT.1.7 Use the illustrations to help understand and/or to enhance the meaning of the text.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- IT.1.9 Compare/contrast information between two texts on the same topic.

**1.10 Read and comprehend complex literary and informational texts independently and proficiently.**

- IT.1.10 Read and comprehend various informational texts with purpose and understanding.

*1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.1.1 Participate in collaborative conversations with diverse partners about first grade topics and texts with peers and adults in small and larger groups.

**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

- SL.1.6 Speak audibly and clearly to convey ideas, thoughts or feelings. When appropriate to the task or situation, use complete sentences.

**TRANSFER:**

By the conclusion of the unit the student will independently use his learning to: explain why he/she preferred a particular story, accurately summarizing the story and inferring from the text why the author chose that genre in which to write.

MEANING

The student will understand that :

- Authors write stories for different purposes.
- Successful authors choose words that allow use to visualize their stories.
- Although readers can develop preferences for particular genres over time, readers also select stories based on need.
- Good readers monitor their comprehension in several ways.

Essential Questions (Overarching/Topical) that drive the UNIT:

1. Why does an author choose one genre over another to tell a story?
2. What is the author trying to say?
3. How can I infer or find out what these words might mean?
4. How important is it for readers to monitor their comprehension (purpose and value)?
5. Am I making progress as a reader?

Z ACQUISITION of KNOWLEDGE

What facts and basic concepts should the student know and be able to recall/use?

Whole Group (by Week):

1. Realistic Fiction; Informational Text  
*What is a perfect pet like?*
2. Informational Text; Poetry  
*What are some things that families like to do together?*
3. Informational Text; Informational Text  
*What do pets need to be healthy and happy?*
4. Humorous Fiction; Fable  
*How do good friends act?*
5. Realistic Fiction; Informational Text  
*How is a school like a community?*

Small Group (by Week):

1. Realistic Fiction
  - Sequence of events; author’s word choice; infer/predict
2. Informational Text
  - Compare and contrast; Genre; Question
3. Informational Text
  - Author’s purpose; compare and contrast; analyze/evaluate
4. Fiction
  - Cause & effect; figurative language; summarize
5. Realistic Fiction
  - Story structure; author’s choice; visualize

Target Vocabulary/ Vocabulary Strategy (by Week):

1. Manual T1/ Alphabetical Order
2. Manual T97/ Using a Glossary
3. Manual T195/ Multiple-Meaning Words
4. Manual T293/ Context Clues

ACQUISITION OF SKILLS

What discrete skills and processes should the students learn and be able to use?

- Recall *Sequence of Events* in each story.
- Explain how *Author’s Word Choice* helped them picture what was happening in text.
- Use target vocabulary correctly in other contexts.
- Compare and contrast genre about same topic using T charts or Venn diagram:
1. Realistic fiction/Informational text about Pets
  2. Informational text/Poetry about Families
  3. Informational texts about Pets
  4. Humorous fiction/Fable about Friendship
  5. Realistic fiction/Informational text about Schools
- Provide evidence from the text that the author used exact words and figurative language, specifically the use of personification.
- Infer or predict what will happen next in story.
- Apply comprehension strategies:
- Ask oneself questions about the text
  - Analyze and evaluate the author’s writing and the structure of the text (pictures, captions, etc.) to discern the author’s purpose for writing and for the genre chosen.
  - Determine cause and effect
  - Visualize; describe the picture created in one’s mind by the oral reading of the next.
- Orally summarize the key events in a story.

5. Manual T395/ Base Words & Endings -ed, -ing	
<p><b>How can Religion be incorporated into this unit?</b>  Parable of the Talents. Matthew 25:14-30. God gave us all talents to use. We learn about the world God created by reading. God gave us the ability to learn how to read.</p>	
<b>STAGE 2 – ASSESSMENT</b>	
Identify all formative, performance, and summative assessments:	CRITERIA
<p><b>What evidence will be collected to demonstrate student acquisition of knowledge and skills?</b>  <b>What evidence will be collected to demonstrate that the student understands key concepts/Big Ideas in the Unit?</b>  <b>This is a sampling of possible formative and summative assessments as well as a culminating assessment task.</b></p> <p>Weekly Tests &amp; Performance Assessments (publisher); <i>Progress Monitoring</i></p> <ul style="list-style-type: none"> <li>• Vocabulary, Vocabulary Strategies <ol style="list-style-type: none"> <li>1. 1.2-1.3</li> <li>2. 2.2-2.4</li> <li>3. 3.6-3.8</li> <li>4. 4.2-4.4</li> <li>5. 5.2-5.4</li> </ol> </li> <li>• Comprehension <ol style="list-style-type: none"> <li>1. 1.4-1.6</li> <li>2. 2.5-2.6</li> <li>3. 3.9-3.11</li> <li>4. 4.5-4.7</li> <li>5. 5.5-5.7</li> </ol> </li> </ul> <p>Other publisher sources for assessment:</p> <ul style="list-style-type: none"> <li>• <i>Journeys Common Core Test Power</i> <ul style="list-style-type: none"> <li>○ <i>Reading Complex Texts (p.182-184; Blackline Master 5.9)</i></li> <li>○ <i>Performance Tasks</i></li> </ul> </li> <li>• <i>Journeys Grab-and-Go Assessment</i> <ul style="list-style-type: none"> <li>○ <i>Observation Checklists</i></li> <li>○ <i>Periodic Assessments</i></li> </ul> </li> </ul>	<p>Published <i>proficiency</i> scores</p>
<p><b>What culminating assessment will demonstrate that the student has met the unit goal and can transfer that understanding to new situations?</b></p> <p>As part of the writing prong of this ELA Unit 1, students will compose a narrative writing piece. This piece can be used as part of this culminating performance task.</p> <p><b>GRASPS</b>  Since it is important as young readers and writers to recognize how authors influence your writing (<b>SITUATION</b>) explain how stories you read in this unit helped you understand what narrative writing is (<b>GOAL</b>). Your job (<b>ROLE</b>) is to present these ideas to your classmates (<b>AUDIENCE</b>) after you read your narrative story aloud from the <i>Author’s Chair</i>. Talk about</p>	<p><b>Analytic Rubric: 12/16</b></p> <ul style="list-style-type: none"> <li>• Content Accuracy 9/12 <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Summary</li> <li>○ Comparison</li> </ul> </li> </ul>

<p>one story that helped you to write your narrative story, accurately summarizing the story and explaining why the author’s story is a narrative (<b>PRODUCT</b>). Use the rubric (<b>STANDARDS</b>) to guide your talk.</p> <p><i>It is advisable for teachers to select stories other than what the students read (whole group) as examples of narrative writing when teaching the Writing prong so that in applying what they learn in this GRASPS assessment students will talk about a story that influenced them personally and not repeat what the teacher used.</i></p>	<ul style="list-style-type: none"> <li>• Oral Presentation 3/4 <ul style="list-style-type: none"> <li>○ Full sentences</li> <li>○ Audible</li> <li>○ Eye Contact</li> </ul> </li> </ul>
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**STAGE 3 – LEARNING EXPERIENCES**

Day/Code	Learning Experiences, noting <i>WHERE TO</i> (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 1		
DAY 2		
DAY 3		
DAY 4		
DAY 5		
DAY 6		