Characters and Setting
Grade 1

Content Area		Grade Level
Literacy		**Elementary**

Approximate Time Needed: Two Weeks

UNIT OVERVIEW	KEY STANDARDS
In this unit, students explore literary texts and study characters and setting. They write a letter to an authentic audience, a friend.	RL 1.7 W1.3 W1.6

COMMON ASSIGNMENTS	LDC TEACHING TASK
LDC Task Formative Class assessments and activities during the ten day unit	After (reading/listening) to the literary text _____, write a letter to a friend in which you describe the characters and setting of the text and describe the important events that took place. Support your response with evidence from the text.

AUTHORS: Toni Dix and Kenita Sutherland

Stage 1—Identify Desired Results

Established Goals/ Standards	• Students should be able to describe characters, settings and major events of a story using key details from text and illustrations. RL 1.3, RL 1.7 • Students should be able to 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. W1.3 • With guidance and support from adults, students should be able to use a variety of digital tools to produce and publish writing, including in collaboration with peers. W1.6
Transfer	• Students will use their learning to increase their comprehension of literary text. • Students will use their learning to enable them to produce narratives.

Meaning	**Understandings/Big Ideas**		**Essential Questions**
	Students will understand that …		*Students will keep considering …*
	• Characters are the people and animals that are in a story.		• How do the character's actions affect what happens in the story?
	• The setting is when and where the story takes place.		• How do the events of the story affect the characters?
	• The major events (plot) can be organized by beginning, middle, and end. (key details)		• How do illustrations help you better understand what you read?
	• Illustrations can be used in conjunction with the words in a text to provide information about the characters, setting, and events of a story.		• What role does the setting play in a story? • What details are most important to understanding the story?

Acquisition	**Know (Content)**
	Students will know …
	• Literary texts have characters and settings. (story elements)
	• Literary texts have a beginning, middle, and end (story elements)
	• Illustrations help tell a story.
	• The details work together to tell the story.
	• The structure and elements for a fictional story.

Do (Skills)	
Discipline Skills	**Literacy Skills** [Should include reference to LDC task type— e.g., argumentative, cause-effect, etc.]
• Ask and answer questions about key details in a text read or other through other media, expressing feelings or ideas clearly • Describe people, places, things and events clearly. • Formatting a letter Identifying the characters, settings and major events of texts.	After (reading/listening) to the literary text _____, write a letter to a friend in which you describe the characters and setting of the text and describe the important events that took place. Support your response with evidence from the text.

Stage 2—Determine Acceptable Evidence

Assessments	**Evaluative Criteria**
Assessments in which students are asked to : • After listening to a literary text, students will draw an illustration in which they describe the setting. • After listening to a literary text, students will write two sentences in which they identify and describe characters from the text. • After listening to a literary text, students will write two sentences in which they identify and describe a setting in the text. • After listening to a literary text, students will tell the beginning, middle, and end of	*[Rubrics, including LDC rubric]*

the text utilizing three details from the text.

- After reading a literary text, students will describe the setting utilizing evidence from the text.

- After reading a literary text, students write two sentences in which they identify and describe a character from the text.

- After reading a literary text, students will recount the beginning, middle, and end of the text utilizing three details from the text.

Performance Tasks

- Chapter book- students work both independently and in collaborative groups to create character(s), place the characters(s) in a setting, and develop a series of major events that incorporate a beginning, middle and end.

- Tic-Tac-Toe – Students will select a literary text of their choice and will various tasks related to character, setting, and plot.

- Letter to a Friend

Supports/Scaffolding

Non-readers will have opportunities to listen to texts read aloud (orally or electronically) in order to assess their mastery of the standard.

Readers will have opportunities to listen to texts read aloud (orally or electronically) in order to assess their mastery of the standard.

Students will be familiar with the tic-tac-toe board tasks before being asked to complete a task.

Texts will be differentiated according to student needs and interests.

Students will explicitly be taught how to choose a "good fit book"

Students will be assessment literate, as they will be provided with a rubric, or will create a rubric for all activities.

Audio Visuals (videos) will be used to demonstrate the similarities between books and movies that tell stories.

Stage 3—Plan Learning Experiences and Instruction

Unit Texts and Materials	- Amelia Bedelia- Read Aloud Lessons: Achieve the Core - Charlotte's Web- Read Aloud Lessons: Achieve the Core - Self-Selected books (good fit books) for tic-tac-toe board for literary texts - Text selections from A-Z reading, leveled readers, basal readers
Assessment Tasks	**Formative pre-assessment(s)** - Read a story aloud and ask students to identify the characters. - Read a story aloud and ask students to identify the setting. - Read a story aloud and ask students to identify the beginning, middle and end. **Formative mid-assessment(s)**

	• Read a story aloud and ask students to describe the characters. • Read a story aloud and ask students to describe the setting. • Read a story aloud and ask students to describe the main events. • Students will read a text and will act it out, to demonstrate who the characters are, the setting, and the major events of the story. **Summative/unit assessment** • LDC Task
Learning Tasks	1. Identify/ explain illustrations. (respond to an illustration)- QFT 2. Define/Identify/describe characters in stories. (draw an illustration to match the oral text) 3. Define/Identify/describe the setting of stories. 4. Tic-Tac-Toe tasks – posters, illustrations, story maps 5. Chapter Book-throughout the unit project (both collaborative and independent tasks involved)- creating characters, creating a setting, developing a sequence of events. 6. Letter revision and peer critics 7. Peer share and feedback 8. Use of exemplar texts and writing

Based on Understanding by Design, *Wiggins and McTighe*