

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 2/Cinderella

Course Code: ELA

COURSE INTRODUCTION:

Second Grade:

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations. Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>.

Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

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<p>UNIT DESCRIPTION: This 2nd grade, 6 week unit focuses on reading a variety of Cinderella stories across many cultures, analyzing the stories for their literary elements, identifying the traits that are found across cultures in Cinderella stories, and then creating their own Cinderella story for their culture incorporating the traits they identified. This reading and writing will occur during the daily reading and writing workshop times through read-alouds, literature circles, independent reading, modeled writing, and independent writing.</p>		<p>SUGGESTED UNIT TIMELINE: 6 weeks</p> <p>CLASS PERIOD (min.): 120-150 min./day</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> How does a reader recognize a Cinderella story from another culture? How do writers use story elements to create a story that stands over time? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
<p>1. Students will use details from the text to determine the character of the poem.</p>		R.1.F.2.c	1.5 1.6	RL.2.7		2
<p>2. Students will read a poem closely to determine what the text says specifically and make inferences from what is said to determine the main character of the poem citing specific textual evidence to support their thinking.</p>		R.2.C.2.a	1.5 1.6	RL.2.1		2

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			1.6		
			1.10		
			1.4	SL.2.4	2
			1.8		
			2.1		
			2.4		
		R.1.E.2.a			
		R.1.E.2.b	1.4	SL.2.6	2
		R.1.E.2.c	1.8		
			2.1		
			2.4		
			1.5	L.2.6	2
			1.6		

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<p>7. Students will reread the poems to determine the meaning of unknown words using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.</p>		R.1.E.2.a	1.5	L.2.4.a		2	
		R.1.E.2.b	1.6	L.2.4.c			
		R.1.E.2.c		L.2.4.e			
		R.1.E.2.a	1.5	L.2.5.b		2	
		R.1.E.2.b	1.6				
		R.1.E.2.c					
<p>8. Students will identify words with the long o sound and sort them by their spelling pattern.</p>		R.1.C.2	1.6	RF.2.3.b		2	
<p>9. Students will identify language that tickles their ears and illustrate it.</p>		R.1.E.2.a	1.5	RL.2.4		2	
		R.1.E.2.b	1.6				

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		R.1.E.2.c				
10. Students will use clues gathered from a picture to determine character, setting, and plot of a text.		R.1.F.2.c	1.5	RL.2.7		2
			1.6			
11. Students will listen as the teacher reads aloud a Cinderella story.		L.1.A.2.b	1.5	SL.2.2		2
			1.6			
			1.10			
		R.2.C.2.a	1.5	RL.2.10		2
		R.2.C.2.b	1.6			
		R.2.C.2.c	2.4			
		R.2.C.2.d				
		R.1.F.2.c	1.5	RL.2.7		2
			1.6			
		R.2.C.2.a	1.5	RL.2.1		2
		R.2.C.2.b	1.6			
		R.2.C.2.c	2.4			

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		R.2.C.2.d	3.1 3.4			
12. Students will understand relationships and nuances in word meanings and how they supply meaning in a story.		R.1.E.2.b	1.5	L.2.5.a		2
		R.1.E.2.c	1.6	L.2.5.b		
		R.1.E.2.c	1.5 1.6	RL.2.4		2
13. Students will use picture clues to infer the story the picture is illustrating and use these clues in a class discussion as to which story the picture is depicting.		R.1.F.2.c	1.5 1.6	RL.2.7		2
		L.1.B.2	1.5	SL.2.1.a		2
		L.2.A.2	1.6	SL.2.1.b SL.2.1.c		
		I.2.A.2	1.5 1.7 2.7	SL.2.2		2

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		L.1.A.2.b	1.5 1.6 1.10 1.4 1.8 2.1	SL.2.3 SL.2.6		4 2
				L.2.1.a L.2.1.b L.2.1.c L.2.1.d L.2.1.e L.2.1.f		1
			1.4 1.8 2.1	L.2.3		2
14. Students will recall information from experiences to answer the question: What I Know about Cinderella and How I Know This.		W.2.B.2.a W.2.B.2.b	2.1	W.2.8		3

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		R.2.C.2.a	1.5 1.6	RL.2.1		2
15. Students will determine the meaning of unknown general academic words to use in their reading, writing, listening, and speaking.		R.1.E.2.a R.1.E.2.b R.1.E.2.c	1.5 1.6	L.2.6		2
		R.1.E.2.a R.1.E.2.b R.1.E.2.c	1.5 1.6	L.2.4.a L.2.4.b L.2.4.c L.2.4.d L.2.4.e		2
16. Students will complete a Character Analysis Web describing the		R.2.C.2.d	3.5	RL.2.3		2

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		R.1.F.2.c	1.5	RL.2.7		3
			1.6			
		R.2.C.2.a	1.5	RL.2.10		2
		R.2.C.2.b	1.6			
		R.2.C.2.c	2.4			
		R.2.C.2.d	1.5			
		L.1.B.2	1.6	SL.2.1.a		2
		L.2.A.2	1.10	SL.2.1.b		
				SL.2.1.c		
			1.5	SL.2.2		2
			1.7			
			2.7			
		L.1.A.2.b	1.5	SL.2.3		4
			1.6			
			1.10			

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			1.4	SL.2.4		2
			1.8			
			2.1			
			2.4			
			1.4	SL.2.6		2
			1.8			
			2.1			
			2.4			
				L.2.1.a		1
				L.2.1.b		
				L.2.1.c		
				L.2.1.d		
				L.2.1.e		
				L.2.1.f		
			1.4	L.2.3		3
			1.8			

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		R.1.E.2.a R.1.E.2.b R.1.E.2.c	2.1 1.5 1.6	L.2.6		2
18. Students will compare and contrast two or more versions of the Cinderella story by different authors and different cultures.		R.1.I.2.a	1.9	RL.2.9		2
19. Students will independently read Cinderella stories from various cultures.		R.2.C.2.a R.1.C.2	1.6 1.6	RL.2.10 RF.2.3.a RF.2.3.b RF.2.3.c		2

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		R.1.D.2	1.5	RF.2.3.d RF.2.3.e RF.2.3.f RF.2.4.a RF.2.4.b RF.2.4.c		1
20. Students will work in a literature circle to read and comprehend Cinderella stories from a variety of cultures.			2.3	SL.2.1.a		2
			2.4	SL.2.1.b		
			2.7	SL.2.1.c		
			4.6			
		I.2.A.2	1.5	SL.2.2		2
			1.7			
			2.7			
		L.1.A.2.b	1.5	SL.2.3		4
			1.6			
			1.10			
		1.4	SL.2.4		2	
		1.8				

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			2.1			
			2.4			
			1.4	SL.2.6		2
			1.8			
			2.1			
		R.1.E.2.a	2.4			
		R.1.E.2.b	1.5	L.2.6		2
		R.1.E.2.c	1.6			
21. Students will work together to create a book poster for the Cinderella book they read using http://edu.glogster.com		W.1.A.2.a	1.8	W.2.5		3
		W.1.A.2.b	2.1			
		W.1.A.2.c	2.1			
			1.4	W.2.6		3
			1.8			
			2.1			

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			1.2	W.2.7	3
			1.4		
			1.6		
		W.2.B.2.a	2.1	W.2.8	3
		W.2.B.2.b			
			2.3	SL.2.1.a	2
			2.4	SL.2.1.b	
			2.7	SL.2.1.c	
			4.6		
		I.2.A.2	1.5	SL.2.2	2
			1.7		
			2.7		
		L.1.A.2.b	1.5	SL.2.3	3

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			1.6		
			1.10		
			1.4	SL.2.4	2
			1.8		
			2.1		
			2.4		
			1.2	SL.2.5	2
			1.4		
			1.8		
			2.1		
			1.4	SL.2.6	2
			1.8		
			2.1		
			2.4		
				L.2.1.a	1
				L.2.1.b	
				L.2.1.c	
				L.2.1.d	

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				L.2.1.e		
				L.2.1.f		
		W.2.E.2.a	2.2	L.2.2.a		1
		W.2.E.2.b		L.2.2.c		
		W.2.E.2.c		L.2.2.d		
		W.2.E.2.d		L.2.2.e		
		W.2.E.2.e	2.1	L.2.3		2
		W.2.E.2.f				
		W.2.E.2.g				
			1.5	L.2.6		2
		W.2.D.2	1.6			
		R.1.E.2.c				

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<p>22. Students will write a letter to a family member explaining how to recognize the traits of a Cinderella story from another culture when reading.</p>		W.2.B.2.a	2.1	W.2.1		4
		W.2.B.2.b				
		W.3.A.2.b	1.8			3
		W.2.B.2.a	2.1	W.2.8		3
		W.2.B.2.b				
		W.2.E.2.a				
		W.2.E.2.b				
		W.2.E.2.c				
		W.2.E.2.d	2.2	L.2.2.b		1
		W.2.E.2.e				
		W.2.E.2.f				
		W.2.E.2.g				
	W.2.D.2	2.1	L.2.3		2	
<p>23. Students will use traits from Cinderella stories to compose a Cinderella story from their culture. They will include</p>		W.3.A.2.a	1.8	W.2.3		3
			2.1			

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		W.2.E.2.g	2.1	L.2.3		2
		W.2.D.2	2.1	L.2.5.a		2
		W.2.D.2				

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

ASSESSMENT DESCRIPTIONS*: **Formative Assessment 2_Speaking and Listening Scoring Guide**

Students will be assessed on their group discussions and participations throughout the folk tale study. Some of these observations will be whole class, small group, and individual conferring opportunities.

ASSESSMENT DESCRIPTIONS*: **FormativeAssessment2_Literature Group Discussion Rating**

Students will do a group and self-assessment on their work within their literature circle group’s assignments.

ASSESSMENT DESCRIPTIONS*: **FormativeAssessment2_Revision Form**

Students will use this checklist to revise their writing.

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<p>ASSESSMENT DESCRIPTIONS*: FormativeAssessment2_Peer Editing Form</p> <p>Students will use this checklist to edit their writing with a peer.</p> <p>ASSESSMENT DESCRIPTIONS*: FormativeAssessment2_Self-Editing Form</p> <p>Students will use this checklist to edit their own writing.</p> <p>ASSESSMENT DESCRIPTIONS*: FormativeAssessment2_Sentence Fluency</p> <p>Students will use this checklist to ensure they have fluent sentences in their writing.</p> <p>ASSESSMENT DESCRIPTIONS*: Summative Assessment 2_Opinion Writing Scoring Guide</p> <p>Students will write an opinion piece in which they state their opinion as to which folk tale a poem is alluding to using text from the poem to support their reasons.</p> <p>ASSESSMENT DESCRIPTIONS*: Summative Assessment 2_Cinderella Trait Letter Writing Scoring Guide</p> <p>Students will write a letter to a family member identifying traits of Cinderella stories to look for when reading.</p> <p>ASSESSMENT DESCRIPTIONS*: Summative Assessment 2_Cinderella Trait Narrative Writing Scoring Guide</p> <p>Students will use traits from Cinderella stories to compose a Cinderella story from their culture. They will include literary elements to create a story that stands over time.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
<p>1</p> <p>2</p> <p>4</p>	<p>1. Teacher will read aloud ‘From the Kitchen’ (or other similar poem) from <i>Grumbles from the Forest</i>, modeling how she underlines clues in the text and uses them to infer the character of the poem.</p>

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5	
6	
3	2. Teacher will do a write aloud to model how to write an opinion piece using linking words to support the claims with evidence from the text.
1	3. Teacher will read aloud ‘Shoes’, ‘Whining Stepsisters Brag’ from <i>Grumbles from the Forest</i> .
2	
4	
5	
3	4. Teacher will confer with students as they write their opinion pieces.
6	5. Teacher will listen in to the discussion students have in small groups as they share their opinion pieces with each other.
7	6. Teacher will model and allow students opportunities to practice strategies for determining the meanings of unknown words in the reading of the poem.
7	7. Teacher will assist students as they record their vocabulary word on the Vocabulary Block template structure (see Vocabulary Block in resources) in their Vocabulary Notebooks.
8	8. Teacher will assist students in noticing, recording, and open sorting all the long o words in the poem ‘Whining Stepsisters Brag’.
8	9. Teacher will check to ensure students are adding to their long o word sort in their word study notebooks with words they find from their reading and writing.
9	10. Teacher will instruct students to find language words or phrases that “tickle their ears” from the poem ‘Whining Stepsisters Brag’ and label the language examples with proper terms: alliteration, figurative, etc.. and instruct students to illustrate the language they identify.
13	11. Teacher will display picture of Cinderella trying on the glass slipper

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	<p>(http://www.lib.rochester.edu/camelot/cinder/images/Graham&Matlack6.htm) to students. Teacher will collect students' thoughts and noticings on post-its and place around the picture.</p>
14	<p>12. Teacher will model creating a T-chart in a reader's notebook for students to copy into their own reader's notebooks. (see handout in resources) Teacher will instruct students to draw a line at the end of their list across the T-Chart</p>
11	<p>13. Teacher reads aloud a Cinderella book from library or downloads the text from website. (http://www.pitt.edu/~dash/type0510a.html (a multitude of Cinderella stories from around the world.)</p>
15	<p>14. Teacher text talks a few key Tier II vocabulary words from the book with the students. (see How to Text Talk resource)</p>
14	<p>15. Teacher instructs students to return to their T-Charts and check the elements present in the story just read that were on their list. Teacher will instruct students to add any elements they forgot to their T-Chart below the line they previously drew.</p>
12 15	<p>16. Teacher will revisit Tier II vocabulary from previous day's instruction. Teacher will lead class through Marzano's steps 2 and 3 for Robust Vocabulary Instruction (see Marzano's 6 Steps for Robust Vocabulary Instruction) and create an anchor chart of synonyms and antonyms for each word.</p>
12	<p>17. Teacher will lead class in a discussion about how author's word choice enhances meaning (i.e., the ability to create deeper visual images). Teacher will ask class to brainstorm other words the author could have chosen and how writing and meaning would have been affected.</p>
16	<p>18. Teacher will reread Cinderella story from the previous day. Teacher will lead class discussion on character traits of the various characters.</p>
12 15	<p>19. Teacher will extend and refine knowledge and understanding of Tier II vocabulary words through a game of Odd Man Out (see resources). Teacher will spend time looking at context clues, root words, prefixes, compound words, and model using other reference materials to determine the meaning of other unknown words in the text.</p>
17	<p>20. Teacher will revisit Cinderella text with students. Teacher will lead a class discussion of literary elements in the Cinderella story (see resource: Literary Elements Chart) Teacher will lead discussion explaining how writers use these elements to create stories that stand over time (<i>Essential Question 2</i>).</p>
17	<p>21. Teacher will reread Cinderella text and work with students to complete Literary Elements Chart.</p>

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12 15	22. Teacher will review Tier II vocabulary previously introduced to allow students the opportunity to discuss the selected vocabulary terms with one another (Step 5 in Marzano’s 6 Steps to Robust Vocabulary Instruction) using Counting Dude and Bragging Dude activity (see Counting Dude and Bragging Dude resource).
11 17 18	23. Teacher will write Essential Question 1 on chart paper and share with students to have students think about as she reads another Cinderella story from a different culture (Rough Faced Girl or other from list of Cinderella stories).
17	24. Teacher will assist students in completing Literary Elements chart after reading on book just read aloud.
17 18	25. Teacher will lead class discussion as students start to form hypothesis to the answer of <i>Essential Question 1</i> .
	26. Teacher will book talk a selection of various Cinderella stories the students will choose from to read in a Literature Circle format. Books will be at a variety of reading levels.
19 20	27. Teacher will announce literature circle groups. Teacher will confer with groups as they are reading and record conferences using anecdotal notes.
17 20	28. Teacher will assist groups as they work together to complete Literary Elements chart on the book they read.
21	29. Teacher will assist groups as they work together to create a book poster on the book they read.
20	30. Teacher will allow groups to reflect and assess how their group worked together and how they worked individually within their group to accomplish the group assignments (see FormativeAssessment2_Literature Group Discussion Rating in assessments)
17 18	31. Teacher will allow groups to share their Literary Elements Charts and book posters with the rest of the class.

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11 17 18	32. Teacher will lead a discussion about <i>Essential Question 1</i> and allow students to share new thoughts or ideas.
19 20	33. Teacher will announce literature circle groups. Teacher will confer with groups as they are reading and record conferences using anecdotal notes.
17 20	34. Teacher will assist groups as they work together to complete Literary Elements chart on the book they read.
20	35. Teacher will allow groups to reflect and assess how their group worked together and how they worked individually within their group to accomplish the group assignments (see FormativeAssessment2_Literature Group Discussion Rating in assessments)
11 17 18	36. Teacher will lead a discussion about <i>Essential Question 1</i> and allow students to share new thoughts or ideas. Teacher will facilitate discussion and lead class to a consensus.
22	37. Teacher will assist the students as they write a letter to a family member explaining to the recipient how to recognize a Cinderella story from another culture when reading.
23	38. Teacher will create and model write a Cinderella story with the students using the defining traits of a Cinderella story and including the literary elements (using Literary Elements Chart to plan story) that allow a story to stand over time. Teacher will model using proper conventions for standard English grammar and usage when writing, and choosing effective, precise words and phrases.
23	39. Teacher will assist students as they independently create, write, and publish a Cinderella story using the defining Cinderella story traits and literary elements that allow a story to stand over time based on each students' culture. Teacher will assist and confer with students as they use proper conventions for standard English grammar and usage when writing and choose

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	effective, precise words and phrases.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2 4 5 6	1. Students will observe and join in with reading of the poem. Students will participate in the classroom discussion using classroom expectations for accountable talk.
3	2. Students will observe teacher modeled writing of the opinion piece.
1 2 4 5	3. Students will read and annotate the clues in their copies of the poem that help the reader determine who the poem is about.
3	4. Students will use their annotations to assist them in composing their opinion pieces using linking words to support their claims with text from the poem. Students will write a concluding statement.
6	5. Students will share their opinion pieces with a small group, practicing the classroom expectations for accountable talk and discussion.
7	6. Students will practice determining the meaning of unknown words in the poem using a variety of vocabulary strategies.
7	7. Students will record one of the vocabulary words in a Vocabulary Block template structure in their vocabulary notebooks.
8	8. Students will identify, record, and open sort the long o words from the poem ‘Whining Stepsisters Brag’ by spelling pattern. They will record the sort in their word study notebooks.

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8	9. Students will continue to add to the long o word sort in their word study notebooks with words they find from their reading and writing.
9	10. Students will notice and note language that “tickles their ears” from the poem ‘Whining Stepsisters Brag’. Students will illustrate these words or phrases and post them around the chart version of the poem.
13	11. Students will share their thoughts and noticings about the picture the teacher displays. They will use the clues found in the picture to infer the story.
14	12. Students will create a T-Chart in their reader’s response notebook to organize their thoughts about what story elements they know from the Cinderella story. They will record where/how they know this opposite from the element. Students will draw a line when they have recorded all they know.
11	13. Students will listen as the teacher reads aloud a Cinderella text.
15	14. Students will listen and participate in a teacher led discussion of key Tier II vocabulary words from the text.
14	15. Students will return to their T-Charts and place a checkmark next to the elements present in the story just read that were present on their list. Students will add remaining elements from the story below the line.
12 15	16. Students will participate in the class discussion of the review of Tier II vocabulary words introduced the previous day. Students will offer synonyms and antonyms of the vocabulary words for the anchor chart. Students will create a non-linguistic representation of the vocabulary word of their choice and place their picture around the vocabulary word displayed in the classroom.
12	17. Students will participate in class discussion of author’s word choice and how it affects meaning using classroom agreed upon strategies for accountable talk. Students will brainstorm other words the author might have used and discuss how those word choices would have affected meaning.
16	18. Students will listen to Cinderella story. Students will participate in a class discussion on character traits. Students will choose a character from the story and complete a Character Analysis Web in their reader’s response notebooks. (see Character Analysis Web in resources)
12	19. Students will participate in Odd Man Out game to extend and refine knowledge and understanding of Tier II words. Students will participate in discussion and teaching of using context clues, root words, prefixes, compound words, and

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15	reference materials to determine the meaning of other unknown words in the text.
17	20. Students will listen and participate in teacher led discussion of Literary Elements Chart. Students will participate in discussion to understand how writers use these elements to create stories that stand over time (<i>Essential Question 2</i>)
17	21. Students will complete Literary Elements Chart with teacher as teacher rereads Cinderella text. Students will glue completed chart in their reader’s response notebook.
12 15	22. Students will pair up and play Counting Dude and Bragging Dude practicing selected Tier II vocabulary words to develop a deeper understanding of words.
11 17 18	23. Students will think about <i>Essential Question 1</i> as they listen to the teacher read aloud a new Cinderella story from a different author and culture
17	24. Students will complete a new Literary Elements chart for this story after the teacher reads aloud and glue the chart into their reader’s response notebooks.
18	25. Students will offer hypothesis to <i>Essential Question 1</i> .
	26. Students will listen as teacher book talks a variety of Cinderella stories. Students will vote on their top 3 choices for Literature Circle reading.
19 20	27. Students will read Cinderella story from another culture in a literature circle using the Literature Circle Reading Bookmark. Students will record predictions, interesting words, questions, and summarizings in reader’s response notebook.
17 20	28. Students will work together to complete a Literary Elements Chart on the book they read.
21	29. Students will work together to create a book poster on the book they read.

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20	30. Students will assess how their group worked together and how they worked within their group to accomplish the assignments (see FormativeAssessment2_Literature Group Discussion Rating in assessments).
17 18	31. Each group of students will share their Literary Elements Chart for the Cinderella book they read as well as their group's book poster they created with the rest of the class.
11 17 18	32. Students will participate in a discussion of <i>Essential Question 1</i> . They will add new thinking and ideas to the anchor chart. They will remove ideas that no longer seem to hold true.
19 20	33. Students will read Cinderella story from another culture in a literature circle using the Literature Circle Reading Bookmark. Students will record predictions, interesting words, questions, and summarizings in reader's response notebook.
17 20	34. Students will work together to complete a Literary Elements Chart on the book they read.
20	35. Students will assess how their group worked together and how they worked within their group to accomplish the assignments (see FormativeAssessment2_Literature Group Discussion Rating in assessments).
11 17 18	36. Students will participate in a discussion of <i>Essential Question 1</i> . They will add new thinking and ideas to the anchor chart. They will remove ideas that no longer seem to hold true. Students will come to a consensus on the literary traits of a Cinderella story.
22	37. Students will write a letter to a family member explaining to the recipient how to recognize a Cinderella story from another culture when reading.
23	38. Students will assist teacher in creating and writing a Cinderella story using the defining Cinderella story traits and including the literary elements (using Literary Elements Chart to plan story) that allow a story to stand over time. Students will observe as teacher models using proper conventions for standard English grammar and usage when writing, and choosing

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	effective, precise words and phrases.
23	39. Students will independently create, write, and publish a Cinderella story using the defining Cinderella story traits and literary elements that allow a story to stand over time based on the student’s culture. Students will use proper conventions for standard English grammar and usage when writing and choose effective, precise words and phrases.
UNIT RESOURCES: (include internet addresses for linking) http://www.pitt.edu/~dash/type0510a.html (a multitude of Cinderella stories from around the world.) http://www.lib.rochester.edu/camelot/cinder/images/Graham&Matlack6.htm (picture of Cinderella trying on the glass slipper) http://www.learner.org/interactives/story/index.html (an interactive read aloud of Cinderella and includes sections on each literary element) http://edu.glogster.com resource for creating book posters Character Analysis Web Counting Dude and Bragging Dude Guidelines for Accountable Talk Guidelines for Book Poster How to Text Talk Literature Circle Reading Bookmark Literary Elements Chart Marzano’s 6 Steps for Robust Vocabulary Instruction Odd Man Out	

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Reader's Response T-Chart

Vocabulary Block Template

Yolen, Jane & Dotlich, Rebecca Kai. Grumbles from the Forest: Fairy-Tale Voices with a Twist. PA: WordSong, 2013.