

Part II: Unit Development

Unit 1: Folklore and Literary Tales: Cinderella Tales	Duration: 25 days
Unit Overview: Folklore and Literary Traditions focuses on classics from a variety of cultural traditions, and key elements of folklore. In Kindergarten, this overarching idea is captured through a variety of tales with familiar characters and stories. Cinderella stories have been told in many cultures and in many different ways. What are the essential elements in a Cinderella tale? As students advance, they gain familiarity with well-known characters and stories that teach lessons. They learn the significance of warnings in literature and how folklore provides a foundation for contemporary fantasy.	Task Titles: Perspectives In and About Stories Perspective in Poetry
Coherence: How does this unit build on and connect to prior knowledge and learning? In third grade, students explored the nature and features of trickster tales from a variety of cultural traditions. The patterns of events that advance the plots, the characteristics of a trickster, lessons learned, and the use of humor are features these stories share. In fourth, students study another form a folklore - the fairy tale. Both traditional and contemporary variations of a fairy tale reveal the decisions authors make when they choose to tell a story their own way. Students will note common details, relating to plot, character, and magical events - similar to tracking patterns, characterization and how authors use humor in trickster tales. This connects to fifth grade where students explore story elements in historical works that focus on American history up to the Revolution and how modern writers have interpreted events in the past.	
Essential Questions: <ol style="list-style-type: none">1. What can stories tell us about our world?2. How do different perspectives within and outside of stories tell us about our world?	Enduring Understanding: Stories share different values and beliefs: We can learn what is important to a society and a culture by listening to and reading stories. We can learn to be empathetic by listening to stories and understand that our world is complex, and different people can interpret stories in different ways that make sense to them. Some cultures appear to have similar stories - stories that we are familiar with in our own cultures. These stories help us to see and understand what we have in common, and how the human condition can transcend different cultures and traditions. Different perspectives and different points of view help us recognize ourselves, our values, and our beliefs: Characters are an important way for us to understand ourselves and what an author is trying to say about who we are, what we believe, and how we live. Authors tell stories through characters, and sometimes who the author chooses to tell the story provides us with particular insight and understanding. But what if we saw the same story through another character's eyes? Through characters, we learn what kind of people we want to be as well as what kind of people we don't want to be. We can relate to characters through our own experiences and empathize with them as they overcome obstacles and problems. We can also understand characters through the different cultures

			and traditions that perpetuate them.		
What Students Will Know: <ul style="list-style-type: none"> Point of view (third person, third person omniscient, first person) theme characterization strategies to repair their own comprehension book clubs and book club work setting plot dialogue (and formatting of) sensory words detail and elaboration description 		What students will do: <ul style="list-style-type: none"> Identify theme and make connections between their theme and the real world Identify what makes characters unique and different from one another Make connections between characters in their book Make connections between characters across books How setting contributes to the overall mood and tone of a story The elements of plot appropriate use of and format dialogue in a story Use figurative language effectively Identify and incorporate narrative details into their own work 		Unit-Specific Vocabulary	
		jealous luxuries patient scold sneered selfless traditional ashamed haughtily invisible vanished humble symbol transform coiled fate foretold heaved pounce hero legend acknowledges considerate		destination pride servant advise folktale worthiness despised putrid reek tantrums environment respect enchanted generous rejoiced transformed vain familiar theme	
		companionship p disgraceful exhausted obliged raggedy colloquialism exaggeration fractured amazement curtsies delicate shabby portrayal spluttering nontraditional bridle extraordinary quest souvenir weapon invent proclamation rivalry			
Task 1 Vocabulary Academic Vocabulary Setting Plot Character Theme Point of view First person Third person Perspective		advise folktale worthiness despised putrid reek tantrums environment Respect		Task 2 Vocabulary Academic Vocabulary Metaphor Hyperbole Personification Figurative language Imagery Tone Theme	

<p>Imagery Figurative Language</p> <p>Read-Aloud Vocabulary</p> <p>jealous luxuries patient scold sneered selfless traditional ashamed haughtily invisible vanished humble symbol transform coiled fate foretold heaved pounce hero legend acknowledges Considerate destination pride servant</p>	<p>Book Club Vocabulary</p> <p>enchanted generous rejoiced transformed vain familiar theme companionship disgraceful exhausted obliged raggedy colloquialism exaggeration fractured amazement curtsies delicate shabby portrayal spluttering nontraditional bridle extraordinary quest souvenir weapon invent proclamation rivalry</p>	<p>Free verse</p> <p>Poem Vocabulary</p> <p>Hallelujah Daydreams Emancipated Enslaved Constellation Gourds</p>
--	---	---

<p>Entry Level Assessment and Connection to Unit:</p> <p>Getting Started serves as the entry point for students into the tasks.</p>	<p>Unit Materials, Resources and Technology:</p> <p><u>The Rough-Face Girl</u> by Rafe Martin <u>The Irish Cinderlad</u> by Shirley Climo <u>Mufaro’s Beautiful Daughters</u> by John Steptoe <u>Bigfoot Cinderrrella</u> by Tony Johnston <u>Cinderella</u> by Barbara McClintock <u>James Marshall’s Cinderella</u> by Barbara Karlin</p>
--	---

Bubba the Cowboy Prince by Helen Ketteman
Cinderella Penguin by Janet Perlman
Cinderella and the Glass Hill by Gail Carson Levine
Cinderella's Rat by Susan Meddaugh
Seriously, Cinderella is So Annoying! by Trisha Speed Shaskan
Honestly, Red Riding Hood was Rotten! by Trisha Speed Shaskan
The True Story of the Three Little Pigs! By Jon Scieszka
 "Feel Dumb" by Thanhha Lai
 "Leonora Sutter" from the novel *Witness* by Karen Hesse
 "I, Too, Sing America" by Langston Hughes
 "February 12, 1963" by Jacqueline Woodson
 "Words With Wings" by Nikki Grimes
 "You Ain't Never Had a Friend Like Me" Aladdin
 "Change" Taylor Swift

Opportunities for Interdisciplinary Connections:

This is an integrated course where Social Studies and English/Language Arts are taught coherently. The overarching themes for K-6 are:

1. **Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?
2. **Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

1. **Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.
2. **We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave

Matilda a hopeful and comforting message: You are not alone.”

3. **The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become “our” stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

Links to Naugatuck Public Schools Website:

- [Humanities](#)
- [Guided Reading](#)
- [Reading](#)
- [Competencies](#)

Planning Ideas:

Note: Humanities Centers are not intended to replace literacy stations or guided reading groups. These centers are created to assist in the humanities block to deepen students' understanding and give students additional learning experiences. When applicable, centers may be conducted as additional centers during literacy stations, but not in a way to replace word study, phonics, reading groups, etc.

Everyday:

Words Their Way and Oral Language Development. This includes "learning to read" space for children.

During the Week:

Reader's Workshop
Guided Reading
Writer's Workshop - with writer's notebooks

Conferring during Independent Reading:

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, “How’s it going?” “What are you learning?” and “What are you figuring out as a reader?”

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

- Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)
- Asking a student to talk about what is happening in that excerpt, stating simply: “Tell me more!”
- Helping students use “fix-up” strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)

- Asking students what they like/don't like about a book and why (push them to cite evidence!)
- Suggesting titles that the student might find interesting and appropriate

Part III: Task Development and Associated Task

Unit 1: Task 1	Task Name: Perspectives In and About Stories	Duration: 20 days
<p>Task Description: Students will explore different cultural and traditional stories of Cinderella, developing not only their understanding of how stories inform us of a culture's values and beliefs, but also how to develop a story and use narrative elements to effectively make a point (theme).</p>		
<p>Competencies Addressed: ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.3: I can write narratives to develop real or imagined experiences or events. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension. SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories. SS 3-5.GEO.2: Make connections and draw conclusions about culture and environment.</p>		<p>Essential Questions: What can stories tell us about our world? How do different perspectives within and outside of stories tell us about our world?</p> <p>Enduring Understandings: Stories share different values and beliefs: We can learn what is important to a society and a culture by listening to and reading stories. We can learn to be empathetic by listening to stories and understand that our world is complex, and different people can interpret stories in different ways that make sense to them. Some cultures appear to have similar stories - stories that we are familiar with in our own cultures. These stories help us to see and understand what we have in common, and how the human condition can transcend different cultures and traditions.</p> <p>Different perspectives and different points of view help us recognize ourselves, our values, and our beliefs: Characters are an important way for us to understand ourselves and what an author is trying</p>

to say about who we are, what we believe, and how we live. Authors tell stories through characters, and sometimes who the author chooses to tell the story provides us with particular insight and understanding. But what if we saw the same story through another character's eyes? Through characters, we learn what kind of people we want to be as well as what kind of people we don't want to be. We can relate to characters through our own experiences and empathize with them as they overcome obstacles and problems. We can also understand characters through the different cultures and traditions that perpetuate them.

In this Task, students will know:

- Point of view (third person, third person omniscient, first person)
- theme
- characterization
- strategies to repair their own comprehension
- book clubs and book club work
- setting
- plot
- dialogue (and formatting of)
- sensory words
- detail and elaboration
- description

Task Vocabulary:

Academic Vocabulary

- Setting
- Plot
- Character
- Theme
- Point of view
- First person
- Third person
- Perspective
- Imagery
- Figurative Language

Read-Aloud Vocabulary

- jealous
- luxuries
- patient
- scold
- sneered
- selfless
- traditional
- ashamed
- haughtily

- advise
- folktale
- worthiness
- despised
- putrid
- reek
- tantrums
- environment
- Respect

Book Club Vocabulary

- enchanted
- generous
- rejoiced
- transformed
- vain
- familiar
- theme
- companionship
- disgraceful
- exhausted
- obliged
- raggedy
- colloquialism

	invisible vanished humble symbol transform coiled fate foretold heaved pounce hero legend acknowledges Considerate destination pride servant	exaggeration fractured amazement curtsies delicate shabby portrayal spluttering nontraditional bridle extraordinary quest souvenir weapon invent proclamation rivalry
--	--	---

- In this Task, students will be able to:**
- Identify theme and make connections between their theme and the real world
 - Identify what makes characters unique and different from one another
 - Make connections between characters in their book
 - Make connections between characters across books
 - How setting contributes to the overall mood and tone of a story
 - Articulate the elements of plot
 - Appropriate use of and format dialogue in a story
 - Use figurative language effectively
 - Identify and incorporate narrative details into their own work
 - Write a narrative from a different perspective

Plan for Student Reflection:
 Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

Plan for Teacher Reflection:
 Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

Part III: Task Development and Associated Task

<p>Unit 1: Task 2</p>	<p>Task Name: Perspective in Poetry</p>	<p>Duration: 5 days</p>
<p>Task Description: Perspective is not only important to understand in literature, but it is also important to understand when studying poetry. Poets use words, text structure, and images carefully in order to construct a vision for the message they want their readers to understand. Some poets write about the same subject matter, but have differing perspectives from what happened to what it all means for themselves and others.</p>		
<p>Competencies Addressed: ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author’s craft and a text’s structure when making meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.3: I can write narratives to develop real or imagined experiences or events. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension. SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories.</p>	<p>Essential Questions: How do different perspectives within and outside of stories tell us about our world?</p> <p>Enduring Understandings: Different perspectives and different points of view help us recognize ourselves, our values, and our beliefs: Characters are an important way for us to understand ourselves and what an author is trying to say about who we are, what we believe, and how we live. Authors tell stories through characters, and sometimes who the author chooses to tell the story provides us with particular insight and understanding. But what if we saw the same story through another character's eyes? Through characters, we learn what kind of people we want to be as well as what kind of people we don't want to be. We can relate to characters through our own experiences and empathize with them as they overcome obstacles and problems. We can also understand characters through the different cultures and traditions that perpetuate them.</p>	

SS 3-5.HIS.3: Select, compare, and use different sources to learn about the past.
SS 3-5.GEO.2: Make connections and draw conclusions about culture and environment.

In this Task, students will know:

- What a stanza is and its function in poetry
- Poems can be written in many different styles, including free verse
- Poems have a rhythm, even if they don't rhyme
- Poems can be told from different perspectives
- Poets use words carefully and purposefully
- Poets set a tone for their poems
- How visuals (e.g., pictures, film) can help you understand vocabulary and meaning

Task Vocabulary:
Academic Vocabulary

Metaphor
Hyperbole
Personification
Figurative language
Imagery
Tone
Theme
Free verse

Poem Vocabulary

Hallelujah
Daydreams
Emancipated
Enslaved
Constellation
Gourds
Purify

In this Task, students will be able to:

- Analyze simile, metaphor and other literary devices for meaning
- Analyze a poem to understand its theme
- Analyze a poem to understand the tone the author uses and why he or she uses that tone
- Analyze a song as poetry
- Construct poems that represent their perspective on different events, ideas, concepts, or time periods
- Construct an illustration that helps a reader understand their poem

Plan for Student Reflection:

Students will reflect throughout the Task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

Plan for Teacher Reflection:

Through PLCs, teachers will continually reflect using student work to

- Construct a reflection about poetry and perspective

assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.