

Marietta City Schools

District Unit Planner

First Grade

Module Title	Cinderella Stories	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	Why do people around the world admire Cinderella?		

GA DoE Standards

FOCUS STANDARDS:

Foundations:

- 1.F.F.1.b. Read a wide range of grade level texts aloud with increasing accuracy
- 1.F.F.1.c. Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expressing, juncture/pause, and intonation) to demonstrate understanding.

Language:

- 1.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 1.L.V.3.b. Identify the relationship between words and their synonyms and antonyms.
- 1.L.V.3.c. Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).
- 1.L.GC.2.a. Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
- 1.L.GC.2.b. Use a variety of simple sentences (i.e., declarative, imperative, interrogative, and exclamatory) to develop clarity in written texts.

Texts:

- 1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.
- 1.T.C.2.a Identify who is speaking or telling the story at various points in a text.
- 1.T.RA.1.a Ask questions about topics of interest for research.
- 1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.
- 1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.
- 1.T.SS.2.a Identify and explain the use of descriptive words in texts.

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- 1.T.SS.2.b Use descriptive words to craft engaging text.
- 1.T.T.1.b Identify a simple plot with a problem and solution.
- 1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.
- 1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.
- 1.T.T.3.a Identify techniques used to craft opinion texts, including the author’s opinion, and supporting reasons.
- 1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words and and because.

Practices:

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (Persuasive)
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Focusing Question: Why do people admire Perrault’s Cinderella?</p> <p>What do you most admire about Cinderella?</p> <p>First, read the evidence on the Cinderella Traits Chart.</p> <p>Next, choose a trait you most admire about Cinderella.</p> <p>Then, write an opinion paragraph explaining what</p>	<p>Analyze evidence from a text.</p> <p>Choose a trait you most admire about Cinderella.</p> <p>Write an opinion paragraph explaining what you most admire about Cinderella.</p> <p>Support your opinion using evidence.</p> <p>Include all parts of an opinion paragraph in your response.</p>

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<p>you most admire about Cinderella.</p> <p>Support your opinion using evidence from the following text:</p> <p>Cinderella, Marcia Brown</p> <p>Be sure to include all of the following in your response:</p> <p>All parts of an opinion paragraph.</p>	
<p>FQT2. Focusing Question: Why do people admire Rough-Face Girl and Ella?</p> <p>What do you most admire about Ella?</p> <p>First, read the evidence on the Ella Traits Chart.</p> <p>Next, choose a trait you most admire about Ella.</p> <p>Then, write an opinion paragraph telling what you most admire about Ella.</p> <p>Support your response using evidence from the following text:</p> <p>Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola</p> <p>Be sure to include all of the following in your response:</p> <p>All parts of an opinion paragraph. A conjunction such as and, but, or, so, or because.</p>	<p>Determine admirable traits displayed by Ella.</p> <p>Expand and deepen knowledge of opinion paragraph structure with a focus on using evidence to write an opinion statement and a supporting reason.</p> <p>Demonstrate use of conjunctions.</p>

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<p>FQT3. Focusing Question: Why do people admire Adelita and Pear Blossom?</p> <p>What do you most admire about Adelita or Pear Blossom?</p> <p>First, select which character to write about after reading the evidence on the Adelita and Pear Blossom Traits Charts.</p> <p>Next, choose a trait you most admire about Adelita or Pear Blossom.</p> <p>Then, write an opinion paragraph telling what you most admire about Adelita or Pear Blossom.</p> <p>Support your opinion using evidence from one of the following texts:</p> <p>Adelita, Tomie dePaola The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller</p> <p>Be sure to include all of the following in your response:</p> <p>All parts of an opinion paragraph. A personal pronoun such as I, me, or my.</p>	<p>Determine admirable traits displayed by Adelita or Pear Blossom.</p> <p>Expand and deepen knowledge of opinion paragraph structure with a focus on introducing the topic and providing a sense of closure.</p> <p>Demonstrate use of personal pronouns.</p>
<p>NR1. Text: Adelita, Tomie dePaola</p> <p>In this New-Read Assessment, the teacher reads aloud the literary text Adelita as students follow along. This New-Read Assessment has three parts. Part 1 assesses students on whether they can identify which character is telling the story. Part 2 assesses how well students can write compound declarative, interrogative, imperative, and exclamatory sentences, and Part 3 asks students to use commas to separate words in a series.</p>	<p>Independently identify who is speaking in a story.</p> <p>Use declarative, interrogative, imperative, or exclamatory sentences in writing.</p> <p>Demonstrate understanding of comma usage to separate words in a series.</p>

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<p>NR2. Texts: “900 Cinderellas,” Marcia Amidon Lusted & Judith C. Greenfield, Cinderella, Marcia Brown</p> <p>In this New-Read Assessment, the teacher reads aloud an excerpt from the informational text “900 Cinderellas.” This New-Read Assessment has several parts. In Part 1, students use proper capitalization and commas usage as they write the date. In Part 2, they use possessive and indefinite pronouns correctly in a sentence. In Part 3, students use sentence-level context to determine the meaning of a word. Part 4 asks students to sort words from the story into categories and in Part 5 they compare and contrast the adventures and experiences of two Cinderella characters using a Venn diagram.</p>	<p>Demonstrate understanding of correct capitalization and comma placement when writing the date. Use a pronoun to substitute for a proper noun in a sentence. Determine the meaning of a word in context. Categorize words from a story. Organize information to compare and contrast two Cinderella characters.</p>
<p>EOM: Which of the Cinderella characters do you most admire?</p> <p>First, review the evidence on the Trait Charts for each Cinderella character.</p> <p>Next, choose the Cinderella you most admire.</p> <p>Then, write an opinion paragraph telling which Cinderella you most admire.</p> <p>Support your opinion using evidence from the module text that features your Cinderella character.</p> <p>Be sure to include all of the following in your response:</p> <p>All parts of an opinion paragraph. All the style and conventions writing skills that help you express your ideas, including: capitalizing characters’ names printing lower- and uppercase letters correctly spelling words on the Word Wall correctly</p>	<p>Show understanding how Cinderella characters evoke admiration. Use an opinion structure to introduce a topic, state an opinion, supply a reason, and provide a sense of closure. Demonstrate conventional spelling for grade-level words. Demonstrate proper capitalization for names of people. Demonstrate proper formation of lowercase and uppercase letters.</p>

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*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: Why do people admire Perrault’s Cinderella?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis	Wonder What do I notice and wonder about Glass Slipper, Gold Sandal?	Generate and answer questions about Glass Slipper, Gold Sandal using key details from the text. Define the word admire and make real-life connections to the word.	
2	Cinderella, Marcia Brown	Wonder What do I notice and wonder about Cinderella?	Examine Why is using conjunctions important?	Generate and answer questions about Cinderella using key details from the text. Identify frequently occurring conjunctions in compound sentences.
3	Cinderella, Marcia Brown	Organize What is happening in Cinderella?	Experiment How does using conjunctions in a sentence work?	Use illustrations and details in the story Cinderella to describe its characters, setting, and events. Choose the correct conjunction to place in a compound sentence.
4	Cinderella, Marcia Brown	Organize What is happening in Cinderella?	Examine Why is considering evidence to form an opinion important?	Identify when Cinderella is speaking at various points in the story. Sort evidence to formulate an opinion about Cinderella’s stepsisters. Choose the correct conjunction to place in a compound sentence.

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			Execute How do I use a conjunction in a sentence?	
5	Cinderella, Marcia Brown	Reveal What does a deeper exploration of the characters reveal in Cinderella?	Experiment How does considering evidence to form an opinion work?	With support, use illustrations and details in Cinderella to describe Cinderella's character traits. Consider evidence to form an opinion about the Fairy Godmother in the story Cinderella. Determine the meaning of verbs in the text using sentence context clues.
6	Cinderella, Marcia Brown	Distill What is the central message of Cinderella?	Examine Why is the structure of an opinion paragraph important? Examine Why are compound sentences with commas important?	Demonstrate understanding of the central message of Cinderella and support it with text evidence. With support, identify the components of an opinion paragraph about the stepsisters in the story Cinderella. Identify conjunctions used to make three simple sentences into a compound sentence and identify the commas used to separate the items.
7	Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney	Organize What is happening in Cendrillon?	Experiment How does the structure of an opinion paragraph work? Experiment How do compound sentences with commas work?	Retell Cendrillon using key details from the text. Sequence the components of an opinion paragraph about a scene in Cendrillon. (W.1.1) Use conjunctions to combine three simple sentences into a compound sentence and use commas to separate items in a list.
8 FQT1	Cendrillon: A Caribbean Cinderella, Robert D. San	Reveal		Students identify when Cendrillon or Nannin' is speaking at various points in the story Cendrillon.

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	Souci; Illustrations, Brian Pinkney	What does a deeper exploration of the characters reveal in Cendrillon?		Select a trait and supporting evidence to plan an opinion paragraph about Cinderella. Categorize words on a word line to determine the shades of meaning of verbs related to gasped.
9 FQT1	Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney	Know How do Cinderella and Cendrillon build my knowledge?	Execute How do I use the opinion paragraph structure in my writing? Execute How do I write compound sentences using conjunctions and commas?	With support, compare and contrast the adventures and experiences of the main characters in Cinderella and Cendrillon. (RL.1.9) Write an opinion paragraph about one of Cinderella’s admirable traits, including an opinion statement, supporting reason, and conclusion. Write compound sentences using conjunctions and commas in a series.

Focusing Question 2: Why do people admire Rough-Face Girl and Ella?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
10	The Rough-Face Girl, Robert D. San Souci; Illustrations, Brian Pinkney	Organize What is happening in The Rough-Face Girl?	Examine Why is writing an opinion statement important?	Retell The Rough-Face Girl using key details from the text. Explain the importance of an opinion statement in an opinion paragraph. Use sentence-level context and the root vis- to help determine the meaning of the word invisible.
11	The Rough-Face Girl, Robert D. San Souci; Illustrations, Brian Pinkney	Reveal What does a deeper exploration of the characters reveal in The Rough-Face Girl?	Experiment How does writing an opinion statement work? Excel How do I improve writing compound sentences using conjunctions and commas?	Use illustrations and details in The Rough-Face Girl to describe Rough-Face Girl. Write an opinion statement about how the villagers treated the Rough-Face Girl. Revise simple sentences to make them compound sentences using conjunctions and commas in a series.

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12	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Wonder What do I notice and wonder about Bigfoot Cinderrrrrella?	Examine Why is supplying reasons to support an opinion important? Examine Why are pronouns important?	Generate and answer questions about Bigfoot Cinderrrrrella using key details from the text. Select a reason that best supports an opinion statement. Identify pronouns and how they are used in a sentence.
13	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Organize What is happening in Bigfoot Cinderrrrrella?	Experiment How does supplying reasons work? Experiment How does using personal pronouns work?	Use illustrations and details in the story Bigfoot Cinderrrrrella to describe its characters, setting, and events. Write a reason to support an opinion statement about the Beary Godfather in Bigfoot Cinderrrrrella. Use personal pronouns to replace a noun in a sentence.
14	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Reveal What does a deeper exploration of the characters reveal in Bigfoot Cinderrrrrella?	Experiment How does supplying reasons work?	Identify which character is speaking at various points in Bigfoot Cinderrrrrella. Write one reason to support an opinion statement about the Prince's character traits. Using their meaning and context as a guide, sort content vocabulary words from the text into categories based on whether they relate to coniferous trees or not.
15 FQT2	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Distill What is the central message of Bigfoot Cinderrrrrella?	Execute How do I write an opinion statement and supply reasons in an opinion paragraph? Experiment	Examine text evidence by acting out Ella's actions to determine the central message of Bigfoot Cinderrrrrella. Examine evidence and write an opinion statement as part of an opinion paragraph about Ella. Identify possessive pronouns and use them to replace a noun in a sentence.

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			How does using possessive pronouns work?	
16 FQT2	The Rough-Face Girl, Robert D. San Souci; Illustrations, Brian Pinkney Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Know How do The Rough-Face Girl and Bigfoot Cinderrrrrella build my knowledge?	Experiment How does using indefinite pronouns work?	Compare and contrast the adventures and experiences of the main characters in Cinderella and Bigfoot Cinderrrrrella. Identify indefinite pronouns.
Focusing Question 3: Why do people admire Adelita and Pear Blossom?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
17 NR1	Adelita, Tomie dePaola	Wonder What do I notice and wonder about Adelita?	Examine Why is it important to add relevant details when speaking?	Identify which character is telling the story; write compound declarative, interrogative, imperative, and exclamatory sentences; and use commas to separate words in a series using the text Adelita. Ask and answer questions about people, places, things, and events in the text Adelita. Using their meaning and context as a guide, sort content vocabulary words from Adelita into categories based on the positive or negative emotions they incite.
18	Adelita, Tomie dePaola	Organize What is happening in Adelita?	Examine Why are conclusions important in opinion paragraphs? Execute How do I use personal and possessive pronouns in a sentence?	Use illustrations and details in the story Adelita to describe its characters, setting, and events. Use a sentence to add a conclusion sentence to an opinion paragraph about the character Doña Micaela. Use personal and possessive pronouns in a sentence.
19	Adelita, Tomie dePaola	Reveal	Experiment	Use illustrations and details in Adelita to describe Adelita through examining key events in the story.

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		What does a deeper exploration of the characters reveal in Adelita?	How do conclusions work in opinion paragraphs? Execute How do I use indefinite pronouns in a sentence?	Write a conclusion for an opinion paragraph about the illustrations in Adelita. Use indefinite pronouns in a sentence.
20	Adelita, Tomie dePaola	Distill What is the central message of Adelita?	Examine Why are introductions important in opinion paragraphs? Experiment How does capitalizing names of people and dates work?	Examine text evidence relating to the characters' actions to help determine the central message of Adelita. Use a sentence frame to add an introduction sentence to an opinion paragraph about the character Esperanza. Identify capitalized proper nouns, and use one in a sentence.
21	Adelita, Tomie dePaola Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Know How does Adelita build my knowledge?	Experiment How do introductions work in opinion paragraphs? Execute How do I capitalize names of people and dates in my writing?	Compare and contrast the adventures and experiences of the main characters in Bigfoot Cinderrrrrella and Adelita. Write an introduction for an opinion paragraph about the proof of identity in Adelita. Use correct capitalization in written sentences.
22 VOC1	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Wonder What do I notice and wonder about The Korean Cinderella?	Experiment How does adding relevant details when speaking work?	Generate and answer questions about The Korean Cinderella using key details from the text. Ask and answer questions about people, places, things, and events using relevant details from the cover of the text The Korean Cinderella. Demonstrate understanding of grade-level vocabulary.

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23	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Organize What is happening in The Korean Cinderella?	Experiment How does writing an introduction work? Examine Why is using resources to help me spell words important?	Use illustrations and details in the story The Korean Cinderella to describe its characters, setting, and events. Write an introduction for an opinion paragraph about Pear Blossom and the tokgabis. Identify resources to spell words correctly.
24 FQT3	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Reveal What does a deeper exploration of the characters reveal in The Korean Cinderella?	Experiment How can I use resources to help me spell words?	Use illustrations and details in The Korean Cinderella to describe Pear Blossom by examining key events in the story. Plan Focusing Question Task 3 by selecting a trait they most admire about Adelita or Pear Blossom and listing one reason why. Use resources in the classroom to spell words correctly.
25 FQT3	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Reveal What does a deeper exploration of the illustrations reveal in The Korean Cinderella?	Execute How do I write an introduction and a conclusion for an opinion	Use illustrations and details in The Korean Cinderella to describe its setting. Write an introduction and conclusion for an opinion paragraph about Adelita or Pear Blossom for Focusing Question Task 3. Sort the words from the text into categories.
26	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Distill What is the central message of The Korean Cinderella?		Identify text evidence that supports the central message of The Korean Cinderella. Orally rehearse and write an opinion paragraph about Adelita or Pear Blossom. Apply understanding of the affixes –ing and -ed to choose the correct verb to complete sentence frames.
27	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Know How does The Korean Cinderella build my knowledge?	Excel How do I improve writing an introduction?	Identify similarities between Cinderella, Adelita, or The Korean Cinderella and the informational article “900 Cinderellas.” Revise the introduction to Focusing Question Task 3. Use resources to spell words correctly in sentences.

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	"900 Cinderellas," Marcia Amidon Lusted and Judith C. Green eld		Execute How do I use resources to help me spell words in my writing?	
ESSENTIAL QUESTION: Why do people around the world admire Cinderella?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
28 SS	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis	Organize What is happening in Glass Slipper, Gold Sandal?	Execute How do I add relevant details when speaking?	Ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing Cinderella characters. Describe characters and major events in Glass Slipper, Gold Sandal using key details. Determine and understand meaning of content vocabulary from Glass Slipper, Gold Sandal by sorting words into three categories
29 EOM	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis	Reveal What does a deeper exploration of illustrations reveal in Glass Slipper, Gold Sandal?		Use the details and illustrations in Glass Slipper, Gold Sandal to describe the various settings in the story. Examine information on the Cinderella Traits Charts to answer the question: "Which of the Cinderella characters do you most admire?" Identify the attributes of three categories and demonstrate understanding of the words by using them in a sentence.
30 EOM	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis	Reveal What does a deeper exploration of illustrations reveal in Glass Slipper, Gold Sandal?	Experiment How does using an alphabet chart to help us write letters work?	Select one piece of evidence to add to a collaboratively written research piece about the textile patterns featured in Glass Slipper, Gold Sandal. Plan an opinion paragraph about the Cinderella character that is most admired using a graphic organizer. Write upper- and lowercase letters correctly using an alphabet chart.
31 EOM	Cinderella, Marcia Brown Cendrillon, Robert D. San Souci; Illustrations, Brian Pinkney	Know How do all the Module 4 texts build my knowledge?	Execute How do I use an alphabet chart to write letters correctly?	Execute How do I use an alphabet chart to write letters correctly?

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	<p>The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon</p> <p>Bigfoot Cinderrrrrella, Tony Johnston; Illustrations James Warhola</p> <p>Adelita, Tomie dePaola</p> <p>The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller</p> <p>Glass Slipper, Gold Sandal, Paul Fleischman; Illustrations, Julie Paschkis</p>			
32 EOM	<p>Cinderella, Marcia Brown</p> <p>Cendrillon, Robert D. San Souci; Illustrations, Brian Pinkney</p> <p>The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon</p> <p>Bigfoot Cinderrrrrella, Tony Johnston; Illustrations James Warhola</p> <p>Adelita, Tomie dePaola</p> <p>The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller</p>	<p>Know</p> <p>How do all the Module 4 texts build my knowledge?</p>	<p>Excel</p> <p>How do I use an alphabet chart to improve writing letters correctly?</p>	<p>Write an opinion paragraph about the most admired Cinderella. Edit sentences created in response to a prompt.</p>

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	Glass Slipper, Gold Sandal, Paul Fleischman; Illustrations, Julie Paschkis			
33 EOM NR2	“900 Cinderella's,” Cinderella	Know How do all the Module 4 texts build my knowledge?	Excel How do I improve using capitalization in my writing? Excel How do we improve using correct spelling in our writing?	Write the date using correct capitalization and comma placement, use possessive and indefinite pronouns correctly in a sentence, use sentence-level context to determine the meaning of an unknown word, sort words from the story into categories, and compare and contrast the adventures and experiences of two Cinderella characters using illustrations and details from the texts. Edit the End-of-Module (EOM) Task in response to peer feedback. Edit sentences created in response to a prompt.
34 SS VOC2	Cinderella, Marcia Brown Cendrillon, Robert D. San Souci; Illustrations, Brian Pinkney The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon Bigfoot Cinderrrrrella, Tony Johnston; Illustrations James Warhola Adelita, Tomie dePaola The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller Glass Slipper, Gold Sandal, Paul Fleischman; Illustrations, Julie Paschkis	Know How do all the Module 4 texts build my knowledge?	Excel How do I improve speaking to add relevant details?	Ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing why there are so many different versions of Cinderella stories. Demonstrate understanding of grade-level vocabulary.

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35	<p>Cinderella, Marcia Brown</p> <p>Cendrillon, Robert D. San Souci; Illustrations, Brian Pinkney</p> <p>The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon</p> <p>Bigfoot Cinderrrrrella, Tony Johnston; Illustrations James Warhola</p> <p>Adelita, Tomie dePaola</p> <p>The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller</p> <p>Glass Slipper, Gold Sandal, Paul Fleischman; Illustrations, Julie Paschkis</p>	<p>Know</p> <p>How do all the Module 4 texts build my knowledge?</p>		<p>Students follow agreed-upon rules for discussion as they share their EOM Tasks and compliment a peer.</p>
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Focusing Question 4: What is the story of the year?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
36	<p>All Modules 1–4 Core Texts</p> <p>All Modules 1–4 Art</p>	<p>Know</p> <p>How do this year’s texts build my knowledge?</p>		<p>Reflect on learning over the course of the year and cite details from texts that brought joy.</p>

Content Resources

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CORE TEXTS

Picture Books, Literary

- *Adelita*, Tomie dePaola
- *Bigfoot Cinderrrrrella*, Tony Johnston; Illustrations, James Warhola
- *Cendrillon: A Caribbean Cinderella*, Robert D. San Souci; Illustrations, Brian Pinkney
- *Cinderella*, Marcia Brown
- *Glass Slipper, Gold Sandal: A Worldwide Cinderella*, Paul Fleischman; Illustrations, Julie Paschkis
- *The Korean Cinderella*, Shirley Climo; Illustrations, Ruth Heller
- *The Rough-Face Girl*, Rafe Martin; Illustrations, David Shannon

Visual Art

- *First Steps*, Jean-François Millet
- *First Steps*, Pablo Picasso
- *First Steps, after Millet*, Vincent van Gogh

SUPPLEMENTARY TEXTS

Article, Informational

- “900 Cinderellas,” Marcia Amidon Lusted and Judith C. Greenfield (Handout 27A)

Videos

- “Kudhinda Screen Printing”
- “The Process of Making Batik—Artisans at Work”
- “Wycinanka/Paper Cutout”

Websites

- “Around the World,” *National Geographic for Kids*
- “Talking Textiles,” *The Children’s University of Manchester*
- “ASL Sign for: yes,” *American Sign Language Dictionary*
- “ASL Sign for: no,” *American Sign Language Dictionary*
- “ASL Sign for: same,” *American Sign Language Dictionary*
- “815: To Theo van Gogh. Saint-Rémy-de-Provence, on or about Friday, 25 October 1889,” Vincent van Gogh
- Vincent van Gogh Quote

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