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<th>Foundational Skills**</th>
<th>Reading Complex Texts</th>
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<th>Learning to Write**</th>
<th>Assessments†</th>
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<td><strong>RFS.2.1-4</strong></td>
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<td>Behaviors and Understandings to Notice, Teach and Support</td>
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<tr>
<td><strong>BOY</strong></td>
<td>Level I/J/K (based on Fountas and Pinnell leveling system)</td>
<td><strong>Writing standard 9</strong> requires that students, beginning in 4th grade, draw evidence from literary or informational texts to support analysis, reflection, and research. Students can begin approximating this work in primary grades while independently reading or responding to what has been read aloud through the use of symbols, labels, words, phrases and/or sentences, depending on what is developmentally appropriate for all students in their class. Teachers should decide how they would scaffold students across the year to write about their reading.</td>
<td>End of Q1 <strong>W.2.1-3 (narrative writing)</strong></td>
<td><strong>BOY</strong> RL 2.1, W 2.8Performance Task for Pre-Assessment*</td>
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<td><strong>Q1</strong></td>
<td>Phonics and Word Recognition <strong>RFS.2.3 Fluency RFS.2.4</strong></td>
<td>Level J/K/L (based on Fountas and Pinnell leveling system)</td>
<td>Emphasis on <strong>Balance of writing narrative and opinions</strong></td>
<td><strong>End of Q2</strong> W.2.1 (opinion writing) RL.2.1, SL.2.5 (ask &amp; answer questions about the text)</td>
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<td><strong>Q2</strong></td>
<td>Phonics and Word Recognition <strong>RFS.2.3 Fluency RFS.2.4</strong></td>
<td>Level J/K/L (based on Fountas and Pinnell leveling system)</td>
<td>Emphasis on Informational Texts</td>
<td><strong>End of Q3</strong> W.2.1 (opinion writing) RL.2.1, SL.2.5 (ask &amp; answer questions about the text)</td>
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<td><strong>Q3</strong></td>
<td>Phonics and Word Recognition <strong>RFS.2.3 Fluency RFS.2.4</strong></td>
<td>Level K/L/M (based on Fountas and Pinnell leveling system)</td>
<td>Balance of Literature and Informational Texts</td>
<td><strong>EOY Q4</strong> RL.2.1, W 2.8Performance Task for Post-Assessment*</td>
<td></td>
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<td><strong>Q4</strong></td>
<td>Phonics and Word Recognition <strong>RFS.2.3 Fluency RFS.2.4</strong></td>
<td>Level L/M/N (based on Fountas and Pinnell leveling system)</td>
<td>Balance of Literature and Informational Texts</td>
<td><strong>EOY Q4</strong> RL.2.1, W 2.8Performance Task for Post-Assessment*</td>
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</tbody>
</table>

**BOY** (Beginning of Year) Level I/J/K (based on Fountas and Pinnell leveling system)

**Q1** (Quarter 1)

**Q2** (Quarter 2)

**Q3** (Quarter 3)

**Q4** (Quarter 4)
Second Grade CPS Literacy Planning Guide (continued)

<table>
<thead>
<tr>
<th>Suggested Genres to guide the teaching of complex text</th>
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<tbody>
<tr>
<td><strong>Literature:</strong> adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, nursery rhymes, narrative poems, free-verse and limericks</td>
</tr>
<tr>
<td><strong>Informational texts:</strong> biographies, autobiographies; books about history, social studies; science and the arts; technical text, including directions, forms and information displayed in graphs, charts or maps</td>
</tr>
</tbody>
</table>

For Reading and Writing in Each Quarter

<table>
<thead>
<tr>
<th>Cite evidence</th>
<th>Analyze content</th>
<th>Study and apply grammar</th>
<th>Study &amp; apply vocabulary</th>
<th>Conduct discussions</th>
<th>Report findings</th>
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<tbody>
<tr>
<td>RL/RI.2.1</td>
<td>RL/RI.2.2-9, SL.2.2-3</td>
<td>L.2.1-2, SL.2.6</td>
<td>L.2.4-6</td>
<td>SL.2.1</td>
<td>SL.2.4-6</td>
</tr>
</tbody>
</table>

*These performance tasks will also be used to measure student growth for teacher evaluation.
†These will be provided by the district.
**A systematic approach is essential to teach these foundational skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn from what they already know—to discern when particular children or activities warrant more or less attention. (see CCSS.L p.16)
***The progression of writing assessed across the year in first grade represents how writers grow into these genres. Stories provide the pathways toward learning, and we suggest tapping into our K-5 students’ disposition towards narrative when first teaching them to write. Hence, we begin with teaching and assessing narrative, then moving students to write informational then opinion pieces.
# Second Grade Curriculum Map

## Quarter 1

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Reading Complex Texts and Texts to Support Writing</th>
<th>Performance Assessments</th>
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<tr>
<td><strong>BOY</strong></td>
<td><strong>Balance of Literature and Informational Reading and Writing</strong></td>
<td><strong>Beginning of the Year (BOY): RL 2.1 and W 2.8 Pre-Performance Task</strong></td>
</tr>
<tr>
<td><strong>Q1, Unit 1</strong></td>
<td></td>
<td><strong>Q1, Unit 1</strong></td>
</tr>
</tbody>
</table>
| 1. How do readers use strategies to construct meaning? | **Emphasis on Literary Texts**  
    *James Marshall’s Cinderella* by Barbara Karlin and James Marshall  
    *Cinderquaker* by Mike Thaler and Dave Clegg  
    *Busy Buzzing Bumblebees & Other Tongue Twisters* by Alvin Schwartz  
    *Show Don’t Tell: Secrets of Writing* by Josephine Nobisso | **Teacher-created performance assessment**  
    Focus on narrative  
    Primary Standards Assessed: RL.2.1, RL.2.9, RL.2.7, W.2.3, SL.2.1** |
| 2. What techniques can writers use and talk about from mentor text to craft narratives? | **Independent texts**  
    Students reading on grade level should be reading texts independently within the range of Levels J-L/Lexile 300-450  
    **Foundational Skills**  
    Phonics and Word Recognition 2.3  
    Fluency 2.4 | |
| **Q1, Unit 2**      |                                                   | **Q1, Unit 2**          |
| 1. How do readers adjust strategies to process fictional text with simple plots? | **Emphasis on Literary Texts**  
    *Detective LaRue: Letters from the Investigation* by Mark Teague  
    *Frog and Toad Are Friends* by Arnold Lobel  
    *Leo the Late Bloomer* by Robert Kraus  
    *The Mitten* by Jan Brett | **Teacher-created performance assessment**  
    Focus on reading literature and writing narrative;  
    Primary Standards Assessed: RL.2.1, RL.2.2, W.2.3, SL.2.1, SL.2.4  
    or  
    **End of Q1 Benchmark Assessment**†  
    RL.2.1  
    W.2.3  
    SL.2.1** |
| 2. How do writers write a narrative to convey experiences? | **Independent texts**  
    Students reading on grade level should be reading texts independently within the range of Levels J-L/Lexile 300-450  
    **Foundational Skills**  
    Phonics and Word Recognition 2.3  
    Fluency 2.4 | |
| 3. How do good speakers share their thoughts and experiences? | | |

* These performance tasks will also be used to measure student growth for teacher evaluation  
†These assessments will be provided by the district
## Second Grade Curriculum Map (continued)

### Quarter 2

<table>
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<tr>
<th>Q2, Unit 3</th>
<th>Q2, Unit 3</th>
<th>Q2, Unit 3</th>
</tr>
</thead>
</table>
| **1.** How do readers adjust strategies to process informational text with single topics? | **Emphasis on Informational Texts**  
Community Resources: The Land...Communities by Angela Catalano  
Carter G. Woodson: The Father of Black History by Patricia and Frederick McKissack  
The Top of the World: Climbing Mount Everest by Steve Jenkins  
Balloon Over Broadway: The True Story of the Puppeteer of Macy’s Parade by Melissa Stewart | Teacher-created performance assessment  
Focus on reading informational texts and writing opinions;  
Primary Standards Assessed: RI.2.1, RI.2.2, RI. 2.8, W.2.1, SL.2.1, SL.2.2 |
| **2.** How do writers share their opinion about a text? | **Independent texts**  
Students reading **on grade level** should be reading texts independently within the range of Levels K-L/Lexile 350-450 | |
| **3.** How do we argue our opinions? | **Foundational Skills**  
Phonics and Word Recognition 2.3  
Fluency 2.4 | |

<table>
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<tr>
<th>Q2, Unit 4</th>
<th>Q2, Unit 4</th>
<th>Q2, Unit 4</th>
</tr>
</thead>
</table>
| **1.** How do readers access vocabulary to comprehend text? | **Emphasis on Informational Texts**  
Lifetimes by Avid Rice  
Have You Seen Bugs? by Ron Broda  
The Food Pyramid by Christine Taylor-Butler  
Birds of a Feather by Jane Yolen | Teacher-created performance assessment  
Focus on reading and writing informational texts;  
Primary Standards Assessed: RI.2.1, RI.2.5, RI. 2.6, W.2.2, SL.2.1, SL.2.2 |
| **2.** How do writers share facts from an informational text to teach others? | **Independent texts**  
Students reading **on grade level** should be reading texts independently within the range of Levels K-L/Lexile 350-450 | or  
**End of Q2 Benchmark**†  
RI 2.1  
W 2.2 (Informational writing product) |
| **3.** How do we explain and describe specific subject matter? | **Foundational Skills**  
Phonics and Word Recognition 2.3  
Fluency 2.4 | |

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† These assessments will be provided by the district
## Second Grade Curriculum Map (continued)

### Quarter 3

#### Q3, Unit 5

1. How do illustrated chapter books facilitate engagement and understanding of challenging information in the text?
2. How do writers reflect on memorable experience to write a narrative?
3. What do active listeners do to give feedback to others?

#### Q3, Unit 5

**Balance of Informational and Literary Texts**
- *Ramona Quimby, Age 8* by Beverly Cleary
- *Cowgirl Kate and Cocoa* by Erica Silverman and Betsy Lewin
- *Charlotte's Web* by E.B. White and Garth Williams
- *7x9=Trouble* by Claudia Mills and G. Brian Karas

**Independent texts**
- Students reading on grade level should be reading texts independently within the range of Levels L-M/Lexile 400-499

**Foundational Skills**
- Phonics and Word Recognition 2.3
- Fluency 2.4

#### Q3, Unit 5

Teacher-created performance assessment
Focus on reading literature and writing narrative
Primary Standards Assessed: RL.2.1, RL.2.3, RL.2.7, W.2.3, SL.2.1, SL.2.4

#### Q3, Unit 6

1. How do readers process chapter books with sophisticated plots and fewer illustrations?
2. How do readers identify text structures to aid comprehension?
3. How do writers create text features to share information? How do writers effectively express their opinions?
4. How do you give reasons to support your opinion?

#### Q3, Unit 6

**Balance of Informational and Literature Texts**
- *If the World Were a Village: A Book about the World's People* by David Smith and Shelagh Armstrong
- *Harley* by Star Livingstone
- *Bones, Kids Discover Magazine*
- *Same, Same but Different* by Jenny Sue Kostecki-Shaw

**Independent texts**
- Students reading on grade level should be reading texts independently within the range of Levels L-M/400-499

**Foundational Skills**
- Phonics and Word Recognition 2.3
- Fluency 2.4

#### Q3, Unit 6

Teacher-created performance assessment
Focus on reading literature and informational texts and writing opinions
Primary Standards Assessed: RI/RL 2.1, RL/RI 2.4, RI 2.8, W.2.1, SL 2.1, SL 2.2

**End of Q3 Benchmark**

* These performance tasks will also be used to measure student growth for teacher evaluation
†These assessments will be provided by the district
## Second Grade Curriculum Map (continued)

### Quarter 4

<table>
<thead>
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<th>Q4, Unit 7</th>
<th>Q4, Unit 7</th>
<th>Q4, Unit 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do readers adjust reading to process a range of genres?</td>
<td>Balance of Literature and Informational Texts</td>
<td>Teacher created performance assessment</td>
</tr>
<tr>
<td>2. How do readers use text structures to aid comprehension?</td>
<td></td>
<td>Focus on reading literature and informational texts and independent (research) writing projects</td>
</tr>
<tr>
<td>3. How do writers adjust their writing to fit the purpose and audience?</td>
<td>Independent texts</td>
<td>Primary Standards Assessed: RI/RL2.1, RL/RI2.2, W 2.1, 2, 3, SL.2.1, 2, 3,***</td>
</tr>
<tr>
<td>4. How do speakers report interesting information from their background experience and relate to their reading.</td>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phonics and Word Recognition 2.3</td>
<td></td>
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<td></td>
<td>Fluency 2.4</td>
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<thead>
<tr>
<th>Q4, Unit 8</th>
<th>Q4, Unit 8</th>
<th>Q4, Unit 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do readers do to comprehend informational text with a variety of structures and topics?</td>
<td>Balance of Literature and Informational Texts</td>
<td>Teacher-created performance assessment</td>
</tr>
<tr>
<td>2. How do writers adjust their writing to fit the purpose and audience?</td>
<td>Bridges Are to Cross by Philemon Sturges and Giles Laroche</td>
<td>Focus on reading and writing informational texts.</td>
</tr>
<tr>
<td>3. How do speakers report interesting information from their background experience or reading.</td>
<td>Freedom on the Menu: The Greensboro Sit-Ins by Carole Boston Weatherford and Jerome Lagarrigue</td>
<td>Primary Standards Assessed: RI 2.1, RI 2.5, RI 2.9, W 2.2, SL.2.1, SL.2.3</td>
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<td></td>
<td>Art Around the World by Heather Leonard</td>
<td>End of the Year (EOY): RL.2.1 and W 2.8</td>
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<td></td>
<td>Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh</td>
<td>Post- Performance Task</td>
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* These performance tasks will also be used to measure student growth for teacher evaluation

†These assessments will be provided by the district
Second Grade Unit One
Learning about Culture through Cinderella Stories

**Unit Name:** Learning about Culture through Cinderella Stories

**Unit Description:** In this unit students learn in different ways to share their thinking about reading in explicit mini-lessons. By the end of the unit, students will have developed a more complex understanding of the concept of culture as exemplified in various forms of narrative text. Students look beyond the western culture to understand the significance of culture and the ways in which individuals interact across cultures. This introductory unit is aimed at building enduring habits of good readers, writers, speakers, and listeners.

**Length:** 4 Weeks

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>1. Readers use strategies to interpret text and construct meaning.</th>
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<tbody>
<tr>
<td></td>
<td>2. Proficient readers read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of different cultures.</td>
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<tr>
<td></td>
<td>3. Writers understand that writing is a tool for thinking through experiences.</td>
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<td></td>
<td>4. Students use receptive and expressive oral language skills to enhance communication and foster language development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>1. How do readers use strategies to construct meaning?</th>
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<tbody>
<tr>
<td></td>
<td>2. What techniques can writers use and talk about from mentor text to craft narratives?</td>
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</table>

**Primary Standards Assessed**
- RI.2.1 – Ask and answer such as who, what where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.9 – Compare and contrast two or more versions of the same story by different authors or from different cultures.
- W.2.3 – Write narratives in which they recount a well-elaborated or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**Secondary Standards Addressed**
- RL.2.3 – Describe how characters in a story respond to major events and challenges.
- RL.2.5 – Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as need at the high end of the range.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<table>
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<tr>
<th>Skills</th>
<th>Reading, Speaking and Listening</th>
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<td>Process within the text</td>
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<tr>
<td></td>
<td>• Provide an oral summary of a text</td>
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<td>• Notice and remember the events in a story in sequence</td>
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<td>• Read aloud with fluency, intonation, phrasing, and pausing, while reading aloud</td>
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<td>• Self-monitor understanding by asking questions to aid in comprehension of text</td>
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<td>• Talk about characters, problems, and events in a story in a discussion of how to read it</td>
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<td>Thinking beyond the text</td>
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<td></td>
<td>• Predicting</td>
</tr>
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<td>• Show interpretation of character’s intentions or feelings in the voice while reading</td>
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<td>• Express personal connections through discussions</td>
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<td></td>
<td>• Infer a character’s feelings or motivations as preparation for reading in the character’s voice</td>
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<tr>
<td></td>
<td>Thinking/Reading the Text</td>
</tr>
<tr>
<td></td>
<td>• Recognize narrative text structure (beginning, events in order, exciting points and ending)</td>
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<td></td>
<td>• Talk about connections between the illustration and the text</td>
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<td></td>
<td>• Recognize how the writer or illustrator has placed ideas in the text and the graphics</td>
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<td></td>
<td>• Compare different versions of the same story</td>
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</table>

**Writing, Speaking and Listening**

- Applying the qualities of Narrative Writing about reading
  - Drawings showing the sequence of events in a text
  - Simple statements summarizing a text
  - Innovations of known text
- Applying the qualities of Narrative Writing to tell a story
  - Craft story by using mentor texts as models
  - Understand fiction as a short story about an event in the life of the main character
  - Understand the elements of narratives, including setting, problem, characters, and problem resolution
Assessments
(D) Diagnostic
(F) Formative
(S) Summative

**Diagnostic**

**Task 1**
Students will read or listen to parts of the story “Throw your Tooth on the Roof: Tooth Traditions from Around the World”, by Selby Beeler. They will discuss in small groups and respond to the following questions in writing or orally: “What is the story about? What are the main ideas of this story? What is the custom for children when they lose a tooth? Students will be prompted to ask/answer who, what, when, where, why, and how question. Students will provide definitions of a narrative and culture.

**Task 2**
Students will complete a graphic organizer by identifying the similarities and differences of (2) customs of (2) cultures. Students will complete a graphic organizer detailing the similarities and differences of what happens when children lose a tooth.

**Task 3**
Students will write a one-page story telling their own version of what happens when they lose a tooth. Students may use parts of their lives to help create their versions.

How students respond to the diagnostic assessments will inform further instruction (e.g., structures of mini-lessons, grouping of students, amplification of texts, etc.).

**Formative**

1. Reading/Writing conferences
2. Meeting in small groups
3. Post-it notes
4. Short-answer responses
5. Exit slips
6. Turn and talks
7. Reader’s/Writers’ notebook

**Summative**

**Performance Assessment**

**Task 1:**
Read aloud the traditional version (western culture) of Cinderella by Marcia Brown modeling to identify the essential story similarities/differences and the central message of the story using an anchor chart (AC-1). Direct students to read a “Cinderella” fable/folktale from another country/culture. Students will engage in collaborative discussions on what the text is about; asking and answering who, what, when, where, why, and how questions.

- To determine the central message, lesson, or moral while excluding specific details using a graphic organizer.
- To paraphrase in writing or orally their central message, lesson, or moral; on a graphic organizer.
- To complete the Venn diagram comparing and contrasting the two versions.

**Task 2:**
Read a cultural version of Cinderella by Shirley Climo (Egyptian) to lead a discussion about the similarities and differences of the 2 versions (traditional/Egyptian); emphasizing how the story was influenced by the country/culture. Provide students with an informational text (Japan: Picture a Country) about a country/culture and graphic organizer (previously used throughout unit) to complete information about peoples actions and thinking of the food they eat, clothes they wear, customs/traditions and religious practices.

- To construct background knowledge about another country/culture.
- To use this knowledge to develop narrative elements.

**Task 3:**
To write an original, culturally specific Cinderella story.
<table>
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<tr>
<th>Texts/Resources</th>
<th>Read Aloud or Mentor Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>James Marshall’s Cinderella-Barbara Karlin and James Marshall</td>
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<td>Cinderquaker-Mike Thaler and Dave Clegg</td>
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<td>Show Don’t Tell!: Secrets of Writing-Josephine Nobisso</td>
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<td>The Golden Sandal-Rebecca Hickox, Middle East</td>
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<td>Princess Furball-Charlotte Huck, British Isles</td>
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<td>Bubba the Cowboy Prince-Helen Ketteman Fractured, Texas Tale</td>
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<td>The Little Glass Slipper-Charles Perrault France</td>
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<td>Aschenputtel-Grimm Germany</td>
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<td>Hearth Cat-Portugal</td>
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<td>The Wonderful Birch-Finland</td>
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<td>Benizara and Kakezara-Japan</td>
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<td>The Big Sea-Martin Waddell (Small Moments in Time)</td>
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<td></td>
<td>My Pig Amarillo-Satomi Tchikawa (Personal Narrative)</td>
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<td></td>
<td>My Rotten Redheaded Older Brother (Personal Narrative, Memoir)</td>
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<tr>
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<td>Roller Coaster-Marla Frazee (Small Moment using pictures to enhance story)</td>
</tr>
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<td>Those Shoes-Maribeth Boelts</td>
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</tbody>
</table>

**Texts for Reading Groups**

**Suggestions for Tier 3/Adult Directed Support**

- Raisel’s Riddle-Erica Siverman, Jewish
- Cendrillon-Robert D. San Souci, Caribbean
- The Rough-Face Girl Rafe Martin Algonquin, Indian

**Suggestions for Tier 2/Some Adult Directed Support**

- Angkat-Jewell Reinhart Coburn, Cambodia-660L
- Domitila-Jewell Reinhart Coburn, Mexican,
- The Irish Cinderlad-Shirley Climo, Ireland

**Suggestions for Tier 1/Limited Adult Directed Support**

- Baba Yaga and Vasilisa the Brave-Marianna Mayer, Russian
- Yeh-Shen-Ai-Ling Louie,China
- The Turkey Girl-Penny Pollock, Native American
- The Talking Eggs-Robert D. San Souci, American South

**Texts for Assessments**

- Throw your Tooth on the Roof: Tooth Traditions for Around the World-by Selby Beeler-
  (Teacher Reads or Small Group)
- Cinderella-Marcia Brown-(Teacher Reads)
- The Persian Cinderella-Shirley Climo-760AD-(Tier 1)-
  (http://projects.edtech.sandi.net/king/fairytales/) (audio)
- Fair, Brown & Trembling: an Irish Cinderella Story-J. Daly-560L (Tier 2)
- The Egyptian Cinderella-Shirley Climo-AD620-(Tier 3)-Audio
  (http://projects.edtech.sandi.net/king/fairytales/)
- The Korean Cinderella-Shirley Climo, Ruth Heller-700L OR
  Mufaro’s Beautiful Daughters-John Steptoe-AD720 (exceeding students)
### Texts/Resources

Resources:
- [http://www.somers.k12.ny.us/intranet/reading/prereading.html](http://www.somers.k12.ny.us/intranet/reading/prereading.html)
- [http://www.ncte.org/sdrs/areas/issues/students/learning/lr1grorg.htm](http://www.ncte.org/sdrs/areas/issues/students/learning/lr1grorg.htm)
- [http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html](http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html)


*Texts may be added or deleted as the unit progresses*

### Instructional Content

**Instructional Approach**

This unit was developed using a Balanced Literacy approach to literacy. This approach includes knowing students individually, balancing both explicit and scaffolded instruction, balancing instructional activities including strategy or skills emphasis and meaning emphasis. This approach requires teachers to make thoughtful decisions each day about the best way to help each child become a proficient reader and writer.

**Reading Workshop**

The Readers’ Workshop is the organizational structure for the instructional components for reading instruction. It is a block of about 45-60+ minutes for daily instruction. Readers’ Workshop is an extended time for students to read, think, and converse about books on a daily basis. The main focus is to emphasize the interaction reader, text and task. The Workshop model accommodates the learning needs of all students while fostering engagement and motivation for reading.

**Reading Workshop Components**

- *Minilessons* with the whole class about reading some aspect of literature or a reading strategy.
- *Independent reading* time, where students keep a journal and respond to the literature in terms of what they think or how they feel about what they read.
- *Conferring* on an individual or small group basis; and/or guided reading with groups in need of additional support.
- *Sharing* time where students share with another person their journal entries and the other person gives feedback; or whole-group share out.

**Writing Workshop**

The Writing Workshop is the organizational structure for the instructional components for writing instruction. It is a block of about 45-60+ minutes for daily instruction. Writers’ Workshop is an extended time for students to engage in writing, thinking, and conversing about a variety of genres and helps foster a love of writing. The Writing Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop.

**Writing Workshop Components**

- *Read aloud* from mentor text based on genre or mode of writing.
- *Modeled or Interactive Writing*
- *Minilessons* with the whole class about writing skills, processes, or strategies
- *Independent writing*
- *Shared or Guided writing*
- *Conferring*
- *Sharing*
Week 1—Reading Short Complex Text and Daily Routine Writing about Text (Reading Workshop)

Teaching points to support building a community of readers and building good reading habits.

- To engage students, introduce Cinderella by displaying items one at a time from a “book box” reflecting story elements from the fairytale; could include a pumpkin, mouse, magic wand, apron, coal, a glass slipping, a watch set to 12:00. Prompt students to guess the fairytale in which these items appear and then take turns retelling parts of the story until a chart reveals the entire “traditional” version of the tale. During this time also create a large-scale visual chart with color-coding to differentiate stories to encourage students to compare each new tale they read. The colorful chart helps students simultaneously make connections among many cultures and versions of the tale. (Ensure student engagement, “HOOK”).
  Task 1 (SL.2.1)

- Engage readers in the Reading Workshop by reviewing each of the components noted in the Instructional Content section. Discuss the expectations for readers and teacher. (AC-2) (RL.2.10)

- Engage readers in establishing good reading habits by activating their minds before reading using a daily read aloud; encourage them to be strong readers by modeling and actively engaging students by, providing a purpose for listening, an opportunity to turn and talk, and time to record a ‘quick-write’ about what was read. (SL.2.2)

Strategies for English Language Learners

Alicia is an ELL student from Colombia. She moved to the US at the beginning of second grade. After taking the screening test it was determined that her language proficiency in English is at Level 1 (Entering), but her parents waived her right to receive services in the bilingual program.

In the regular program she is able to point to identified pictures; she can understand simple words and phrases. With teacher support she can follow one-step oral directions and match oral statements to objects, figures or illustrations. She can also answer simple WH questions with the right context support.

Her teacher has decided to team her up with Julio, another Hispanic student from Guatemala. He started school in the US in the bilingual program in first grade at level 1, as well, but his teacher convinced his parents to register their son in the regular program for second grade.

Julio now can sort pictures and objects following oral instructions; he can follow two-step oral directions; and he can match information from oral descriptions to objects and illustrations.

Their teacher has decided to assign work for both of them in small groups or with native English speaker partners that will support their learning activities. This practice has proven to be effective in the development of their academic language needed to master learning key concepts.

During the pre-reading stage, their teacher supports their reading comprehension through the development of the academic vocabulary, which is practice and repeated as it appears in different parts of the story.

During the reading activities, their teacher must use a CD or read aloud to provide opportunities for ELL students to develop fluency through listening and reading and by following along while the story is read aloud.
### Learning Activities

- Engage readers in building good reading habits by setting goals, establishing consistent independent reading times, and building stamina by incrementally increases reading times. Students will read each book outlined for this unit. Teacher should vary the organization of this reading by whole group, small group, partner, and independent reading. The initial readings should focus on the “enjoyment” and “comprehension” of the literature and should include: pre-reading strategies/activities, during reading strategies/activities, and post-reading strategies/activities. Students will complete a journaling activity where they can respond to what they’ve read; i.e. ‘Character Map’, ‘Lines I Love’, ‘Characters I’m Meeting’, What I’m Thinking About’, ‘What I’m Learning About’, etc. (AC-4) Task 1 (RL 2.2)

### Week 2-Narrative Writing (Writing Workshop)

**Teaching points to support building a community of writers and building good writing habits**

- Engage writers in developing narratives using the Writers Workshop model; start with a mentor text to read aloud, minilesson, shared/guided writing, transition into independent writing while the teacher confers, students collaborate within groups, and the class conducts a whole group share session. Teacher models what are the elements to a narrative during the minilesson. Together students will work cooperatively to develop their writing; (AC-5) (Task 3, W 2.3)

**Week 1 minilesson topics:**

- a. Management-Library pockets for each student with color coded cards-red (work in progress), yellow (illustrating/sketching), green (publishing).
- b. Prewriting-Brainstorming using a sketch (characters, character actions, characters thinking, feelings, words, setting, etc.- (Task 3, W 2.3).
- c. Using a graphic organizer to plan writing-
- d. [http://www.teachingideas.co.uk/english/files/storyplans.pdf](http://www.teachingideas.co.uk/english/files/storyplans.pdf)

### Strategies for Varied Learner Profiles

In order to deepen Nina’s understanding, the instructor should teach the connections between the artifacts in the “book box” and the oral retelling of Cinderella and allow Nina an opportunity to demonstrate understandings by choosing an item and orally describing how it connects to the story (Reading-Week 1; Activity 1).

While introducing the visual chart, the instructor should make explicit orally the method of differentiation, (i.e., red is utilized as a color that represents the Japanese version of the tale, make explicit orally its connection to the red sun at the center of the national flag of Japan). Writing-Week 1; Activity 3b.)

Nina struggles with visual sequencing and should be allowed to utilize tools (ruler, index card) that assist her with visual tracking. (Reading/Writing-Week1/2 Activity 4).
### Learning Activities

**Week 1 and 2 – Reading Extended Complex Texts, Daily Writing, and Narrative Writing (Reading and Writing Workshop)**

Teaching points to support readers and writers as they use the comprehension strategies and the writing process to make sense of what they read and to make their writing say exactly what they want it to say

- After the initial reading students should re-read (partners/small groups) about the books and record (write) ideas using the graphic organizer to complete the color coded graphic organizer (Attachment 1). Students will also record in their journals daily about what they’re reading or the focus reading strategies.

Reading strategies to instruct during the 1st and/or second week:

  a. Retell stories
  b. Ask and answer questions (who, what, when, where, why, and how)
  c. Identify main idea

- Students will continue writing narratives focusing on the following:

  a. Developing characters
  b. Showing character actions, feelings, and thinking, using descriptive words
  c. Writing about the most important part of the story and saying more about it.

**Tip:** During this week of instruction, reading and writing strategies overlap. Instruction should progress into a seamless integration. For example, they will retell the cultural stories they are reading and talking about, then, in writing they will create their own characters to compose in their narratives.

**Week 3 – Reading Extended Complex Texts and Written Analyses about Texts (Reading Workshop)**

Teaching points to support readers in the work of noticing important parts, using key ideas and details, talking and writing about texts

- Engage readers in using paintings of different cultures to gain a cultural understandings of foods people eat, clothes people wear, customs/traditions and religious practices; using a graphic organizer.
  Task 2 (RL 2.9; RI 2.1).

Use the following websites to model-(http://www.lib.usm.edu/~degrum/html/research/FAQS/FAQS-Cinderella.htm) (http://www.surlalunefairytales.com/cinderella/history.html)

Allow Nina to talk through her ideas prior to utilizing the graphic organizer. The instructor should review the organizer upon completion to ensure that Nin as fully captured her thoughts. (Reading-Week 3; Activity 4).

In order to strengthen Nina’s understanding, the instructor should ensure that oral descriptions of visual images are rich and explicit in how said images convey cultural understandings. (Writing Week 2/3; Activity 9c).

The instructor should model how to examine the artifacts for salient ideas relative to culture. The instructor should also make explicit the ways in which she could compare artifacts with factual databases. The instructor should confer briefly with Nina to assist her organizing her think around how she will engage in the comparative study. (Reading-Week 4; Activity 7 & 8).

Allow Nina to highlight words/phrases or used post-it notes to easily access the information from the text that is key in conveying her understanding of culture amongst the various Cinderella versions. (Reading-Week 4; Activity 7 & 8).
<table>
<thead>
<tr>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>▪ Explain to students that over the course of the unit they have been reading many different versions of Cinderella. These versions reflect different cultures and students are to now view the books as “artifacts” from those cultures. (Allocate time for the explanation of what is a culture and vocabulary instruction.) Using these “artifacts” readers are to become investigative reporters as they gather information about the cultures from the print and the images, categorize and synthesize that information, and then compare what they find to factual informational sources (print and electronic) to determine how each piece of literature is reflecting a particular culture. (Task 1, RL.2.2 and Task 2, RI.2.1).</td>
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<tr>
<td>▪ Engage readers in using their Reader’s Notebooks to respond to their thinking when reading, by modeling and actively engaging students in drawing or writing using the following reading strategies to instruct during the 3rd week”</td>
</tr>
<tr>
<td>a. Ask and answer questions (who, what, when, where, why, and how)</td>
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<td>b. Compare and contrast</td>
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<tr>
<td>c. Identify cultural practices and customs and its impact on people. (Task 2, RI.2.1, RL.2.9).</td>
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**Week 4-Reading Extended Texts and Written Analyses about Texts (Reading Workshop)**
Teaching points to support readers in the work of comparing and contrasting multiple texts and each of their important parts, using key ideas and details, talking and writing about texts

| ▪ Engage readers in listening for information and understandings. Read stories from a wide variety of fables/folktales of different cultures and versions and informational texts that represent that culture. Task 1 (RL 2.2) and Task 2 (RI 2.1). |
| (http://www.pitt.edu/~dash/type0510a.html#jacobs) (http://ethemes.missouri.edu/themes/153) |
| ▪ Students complete the 2nd graphic organizer to record information and understandings from their readings of Cinderella versions and informational cultural text. (See above-Week 4 toppers). Class discussion on how cultural findings impact Cinderella versions and how they compare and contrast. (Task 1 & 2, RL 2.2 and RL 2.9; Task 2 RI 2.1 and RL 2.9) |
| Learning Activities | **Week 3-Narrative Writing (Writers Workshop)**  
Teaching points to support writers as they use the writing process to make their writing say exactly what they want it to say |
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<td></td>
<td>❯ Together students will work cooperatively to improve writing skills and develop their writing. As their writing develops, sharing and conferring is an on-going integral part of the process. To focus student’s writing the big questions that will drive this instruction are, “What makes this good writing? What would make this writing better? What’s the one most important thing you want your audience to know? Why did you write this? What does your audience need to know? (Task 3, W.2.3)</td>
</tr>
</tbody>
</table>
| Week 2 and 3 minilesson topics- | a. Drafting-(Task 3, W.2.3).  
b. Great Beginnings-How to begin a narrative?  
c. Draw-Label-Caption-To build narrative-Student Pg. 48-49, (MODEL).  
d. The Three Ingredients-Action, Feeling, Setting-To build narrative-Student Pg. 53 -54, (MODEL). |
| **Tip:** Scaffold instruction using *(I DO, WE DO, COLLABORATE, YOU DO)*-The following website can be used to support instruction: *(http://www.ttms.org/)* WELCOME TO WRITER’S WORKSHOP SECTION- |
| **Weeks 3 and 4 –Narrative Writing**  
Teaching points to support writers as they prepare to publish | ❯ Engage writers in picking one piece to revise through adding details about characters, places, and objects, details about the setting; fixing up any confusing parts; adding cultural elements, and writing more in the parts of their stories that are important. (W.2.3).  
❯ Together students will work cooperatively to improve writing skills and develop their writing (Task 3, W.2.3). |
| Week 3 and 4 minilesson topics | a. Happy Endings-To conclude narrative-Pg. 90, 91, 92-Instructional ideas on how to teach students to conclude narratives.  
b. Peer Editing  
c. Revisions  
d. Publish *(http://www.ttms.org/)* WELCOME TO WRITER’S WORKSHOP SECTION |
Anchor Charts
(Anchors the teaching and learning that is happening in your classroom. They should be reflective of the work that you and your students are doing and serve as a resource when students need support or clarification to apply skills and/or strategies)

- **AC-1**: Compare and Contrast (Venn Diagram-Fiction/Non-fiction)
  
  **Fiction**
  - Animals can do things humans can
  - Make-believe characters
  - Make-believe stories
  - Author’s purpose is not to tell you facts
  - Different genres:
    - Fairy tales
    - Book series
    - Realistic Fiction
  - Structure-Beginning, Middle, and Ending
  - They make you feel emotions
  - There is often a problem and a solution.

- **Non-Fiction**
  - They are filled with new, fun facts
  - Real photographs to show you something new
  - The author’s purpose is to teach, inform, persuade, or explain
  - Different genres:
    - Biographies
    - History Books
    - Newspapers
    - Magazines
    - Encyclopedias
  - Text Features
    - Index
    - Headings
    - Tables
    - Graphs
    - Maps

- **Both**
  - Table of Contents
  - Glossary
  - Fun to Read
  - Labels
  - Bold Words
  - Poetry
  - Titles
Anchor Charts
(Anchors the teaching and learning that is happening in your classroom. They should be reflective of the work that you and your students are doing and serve as a resource when students need support or clarification to apply skills and/or strategies)

- **AC-2:** Reading Workshop Expectations
  - Select a just-right book to read.
  - Find a just-right space for you.
  - Work as quietly as you can so your peers can do their best thinking.
  - You should always be reading a book or writing about what you read.
  - Use a soft voice in conferences.
  - Always fill out your reading log.
  - Think about what you want to share and possess the courage to share it!
  - Always do your BEST work!

- **AC-3:** Choosing a Just Right Book for ME!
  - Passes the 3-finger test
  - Choose something you like
  - Familiar words
  - Choose one to learn new things

- **AC-4:** Good Partners Listen and Speak about...
  - What was the book about?
  - Where did the story take place?
  - What was my favorite part and why?
  - New and tricky words.
  - Who were the characters?
  - Did you learn something new?
  - How was the problem solved in the text?
  - What I’m thinking when I read...?
  - What I’m feeling about what I read...?
  - My connections about what I read...

- **AC-5:** Good Qualities of Narrative Writing
  - Draw a quick sketch
  - Write a little seed story, not all about a giant watermelon topic
  - Zoom in so you tell the most important parts of the story.
  - Include details from the movie in your mind.
  - Make sure your story tells not only what happens, but the responses to what happens.
  - Add on feelings
  - Be sure to include an ending.
<table>
<thead>
<tr>
<th>Title</th>
<th>Characters</th>
<th>Trouble Makers</th>
<th>Helpers</th>
<th>Why Chosen</th>
<th>Magical Events</th>
<th>Ending</th>
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<tbody>
<tr>
<td><em>The Irish Cinderlad</em></td>
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<td><em>The Turkey Girl</em></td>
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<td><em>Cendrillon</em></td>
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<td><em>Little Gold Star</em></td>
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<td><em>Vasilissa the Beautiful</em></td>
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<td><em>The Golden Sandal: A Middle Eastern Cinderella Story</em></td>
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Graphic Organizer 2

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<thead>
<tr>
<th>Title</th>
<th>Customs Traditions</th>
<th>Dress</th>
<th>Religion</th>
<th>Language</th>
<th>Good</th>
<th>Ending</th>
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Standards:
RI.2.1 – Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.9 – Compare and contrast two or more versions of the same story by different authors or from different cultures.

W.2.3 – Write narratives in which they recount a well-elaborated or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Informational Text:
- *Japan, Picture a Country* by Henry Pluckrose

Literary Text:
- *Read-Aloud-Cinderella* by Marcia Brown-840L/AD1000
  - Independent Readings
- *The Persian Cinderella* by Shirley Climo-760AD-(Tier 1)-(http://projects.edtech.sandi.net/king/fairytales/) (audio)
- *Fair, Brown & Trembling: an Irish Cinderella Story* by J. Daly-560L (Tier 2)
- *The Egyptian Cinderella* by Shirley Climo-AD620-(Tier 3)-Audio (http://projects.edtech.sandi.net/king/fairytales/)
- *The Korean Cinderella* by Shirley Climo, Ruth Heller-700LOR
- *Mufaro’s Beautiful Daughters* by John Steptoe-AD720 (exceeding students)

Description of Task
Students will listen to *Cinderella* by Marcia Brown. They will select a previously read text from the unit; cultural version of Cinderella. Students will engage in collaborative discussions within small groups to identify evidence from the text about the following questions: What is the selection about? What is the same or different about the character Cinderella in both stories? How are the main events the same or different in both stories? Students will then use a graphic organizer to compare and contrast the traditional tale (western culture) with a culturally specific tale of Cinderella. Students will then read an informational text called, *Japan: Picture a Country* by Henry Pluckrose about the Japanese culture. Students will use both text to draw evidence and conclusions about customs and traditions, to write and illustrate a culturally relevant Cinderella tale.
Considerations for Students with Disabilities:

Nina presents with visual processing disorder. She struggles with visual sequencing and visual discrimination. Allow Nina to use tools to assist with visual tracking as she reads text. Allow Nina to highlight key phrases that will allow her to access information from the traditional and Egyptian versions of Cinderella ease. Allow her to stop at set intervals within the texts to check for understanding. Prior to engaging in the writing task, allow Nina to record her thoughts and ideas using a digital recorder. Provide a clear outline of the expectations related to the tasks and ask Nina to demonstrate an understanding of the tasks by orally recounting expectations.
English Language Learners:

Irina is an ELL student from Russia. She completed Kindergarten and first grade back in her country in a private school where she learned English. After the screening test, it was determined that she was in Level 2 (Emerging). She can sort pictures and objects according to oral instructions; ask and answer WH- questions; describe pictures, events, objects, and people, in addition to that, she can restate facts and retell short stories.

With that in mind, her third grade teacher will make sure that Irina will have equal opportunity to show mastery of the targeted learning objectives by providing her with detailed explanation of the purpose of the reading and writing tasks. Her teacher will plan for a pre-reading stage that should include building background and identification of key vocabulary. In addition to that, the teacher will try to provide with audio to support understanding trough different formats, with a CD, read out loud, or video adaptations of the stories whenever possible while students follow the story in their tests. The teacher will make sure that the texts match the language proficiency level of Irina, allowing her to use a dictionary (bilingual or picture). Finally, the teacher may consider retelling, role playing, or drawing for Irina to show mastery.

Student Directions:

After reading the story you will complete a Venn diagram. Compare and contrast things that are similar and different between the two versions of the story.

Day 1
Task 1:
Today, you will listen to a Cinderella story by Marcia Brown to determine the main message. Then you will read another version of Cinderella from another country to determine the main message on your own. You will need to listen and read carefully. When you’re finished reading, you will turn and talk about what you heard in the read aloud and what you read. To guide your discussion, talk about what the text is about; asking and answering who, what, when, where, why, and how questions. You can record the main message on the graphic organizer.

Task 2:
After you have written your main message, you can now complete a Venn diagram comparing and contrasting the two versions of Cinderella (western cultural and other cultural). Students will have copies of both texts to refer back to.

Day 2
Task 3:
Today you will listen to another version of Cinderella (Egyptian) by Shirley Climo. Then, we will talk about how this one compares and contrasts to the traditional version we read yesterday (western cultural). We will pay close attention to how the story connects and changes with cultural customs/traditions, religion, food, and clothes.

Task 4:
After the discussion, “you will read an informational text (Japan: Picture a Country) about a country/culture. As you read, look for information about the food, clothes, customs/traditions and religious practices of that culture. Record your findings on your (2nd) graphic organizer.

Task 5:
“Finally, you will use your cultural understandings about Japan to write a new version of the Cinderella story. It’s your turn to write a narrative with all the story elements we’ve learned!”
Second Grade Assessment

Unit One

TEACHER NOTES:

*All necessary books, charts, graphic organizers will be provided.

- Students, who may find ‘Cinderella’ disengaging, can complete the same task using the Prince or a different central character.
- *Cinderella* by Marcia Brown-840L/AD1000-(Teacher Reads). Adaptations can be altered to accommodate group make-up.
- This assessment can be modified by completing tasks during the instruction of the unit; i.e. complete task 1 and 2 at the beginning of week 3.

Acknowledgements to Tara Henninger, Lois Kusar, Kahinde Longmire and the other teacher leaders from the 2011 Area 9 Summer Institute, for their contributions to the development of this second grade performance assessment.
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
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<tbody>
<tr>
<td>RI.2.1 — Ask and answer such as who, what where, when, why, and how to demonstrate understanding of key details</td>
<td>□ With prompting, student is able to ask questions about key details</td>
<td>□ Student is able to ask or answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details</td>
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<td>□ Student is able to answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details</td>
<td>□ Student is able to create questions such as who, what, where, when, why, and how to demonstrate understanding of key details</td>
</tr>
</tbody>
</table>
| RL.2.2 — Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | □ With prompting, through writing, drawing and dictation, recounts a main event from the text | □ With prompting, through writing student is able to identify some of the following  
  • main characters  
  • main events  
  • central message | □ Student is able to identify main characters        
  □ Student is able to recount the main events from the story  
  □ Student is able to recount the central message | □ Student is able to recount story by identifying main and supporting characters  
  □ Student is able to recount the main events using descriptive details  
  □ Student is able to recount the central message and explain how it is conveyed through key details |
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
</table>

**RI.2.1** – Ask and answer such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- With prompting, student is able to ask questions about key details.
- With prompting, student is able to answer questions about key details.
- Student is able to ask or answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details.

**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- With prompting, through writing, drawing and dictation, student is able to identify main characters, main events, and central message.
- Student is able to identify main characters.
- Student is able to recount the main events from the story.
- Student is able to recount the central message.

**RL.2.9** – Compare and contrast two or more versions of the same story by different authors or from different cultures.

- With prompting, through writing, drawing and dictation, student is able to compare or contrast characters, settings, main events, character’s reactions to the main events, and/or conclusions using two or more versions of the same story by different authors or cultures.
- Student is able to describe similarities between characters, settings, main events, and character’s reactions to the main events.
- Student is able to contrast how characters, settings, main events, and character’s reactions to the main events differ in two or more versions of the same story by different authors or cultures.
- Student is able to describe the similarities between 2 or more of the following: • Characters • Settings • Main Events • Characters reactions to main events • Conclusions
- Student is able to contrast 2 or more of the following: • Characters • Settings • Main Events • Characters reactions to main events • Conclusions
<table>
<thead>
<tr>
<th>STANDARD</th>
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<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.3 – Write narratives in which they recount a well-elaborated or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (Cultural impact will be assessed based on elements presented in the writing piece from Task 4 and Task 5)</strong></td>
<td>Student uses drawings, oral language and/or attempts at writing to tell about characters and their interactions</td>
<td>Student uses drawings, oral language, and/or attempts at writing to characterize a character</td>
<td>Student writes a narrative in which characters and their interactions are present who are loosely connected</td>
<td>Student writes a narrative in which characters, their interactions and connections are evident and develop throughout the story</td>
</tr>
<tr>
<td></td>
<td>Student writes a narrative in which characters are present that lack logical ordering and/or use of temporal words</td>
<td>Characterization of a character includes some of the following:</td>
<td>Characterization of major characters include a description of:</td>
<td>Characterization of main and supporting characters include a description of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Actions</td>
<td>- Actions</td>
<td>- Actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Thoughts</td>
<td>- Thoughts</td>
<td>- Thoughts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Feelings</td>
<td>- Feelings</td>
<td>- Feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cultural customs</td>
<td>- Cultural customs</td>
<td>- Cultural customs</td>
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<tr>
<td></td>
<td></td>
<td>Student writes a narrative in which events are stated or contain some of the following:</td>
<td>Student writes a narrative in which events are well elaborated, sequenced, and include the following:</td>
<td>Student write a narrative in which events are well elaborated, sequenced, and include the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Conflict clearly described</td>
<td>- Conflict clearly described</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Resolution clearly described</td>
<td>- Resolution clearly described</td>
</tr>
</tbody>
</table>
### Second Grade Scoring Tool for Assessment (continued)

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>W.2.3- (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMERGING</strong></td>
<td><strong>STANDARD</strong></td>
</tr>
<tr>
<td>Student uses drawings, oral language and/or attempts at writing to provide a sense of closure</td>
<td>Student responds to all of the &quot;Meeting&quot; criteria and goes beyond.</td>
</tr>
<tr>
<td>- Student converses with diverse partners</td>
<td>- Events of the story happen in a logical order using temporal words and evidence of cultural customs</td>
</tr>
<tr>
<td>- Student writes a narrative that may provide a sense of closure</td>
<td>- Use of temporal words</td>
</tr>
<tr>
<td>- Student writes a narrative that may provide a sense of closure</td>
<td>- Story elements include evidence of cultural customs</td>
</tr>
<tr>
<td>- Student must be prompted to participate in conversations</td>
<td>- Conflict stated</td>
</tr>
<tr>
<td>- Student's conversation is not collaborative</td>
<td>- Resolution stated</td>
</tr>
<tr>
<td>- Student converses with the same partner</td>
<td>- Events of the story</td>
</tr>
<tr>
<td></td>
<td>- Events of the story happen in a logical order using temporal words and evidence of cultural customs</td>
</tr>
<tr>
<td></td>
<td>- Use of temporal words</td>
</tr>
<tr>
<td></td>
<td>- Story elements include evidence of cultural customs</td>
</tr>
<tr>
<td></td>
<td>- Write a narrative in which a sense of closure is evident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work does not achieve all of the &quot;Meeting&quot; criteria but is close to it.</td>
<td>Student achieves all of the &quot;Meeting&quot; criteria.</td>
</tr>
<tr>
<td>- Student converses with diverse partners</td>
<td>- Write a narrative in which a sense of closure is evident</td>
</tr>
<tr>
<td></td>
<td>- Conflict stated</td>
</tr>
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<td></td>
<td>- Resolution stated</td>
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<thead>
<tr>
<th>EXCEEDING</th>
<th><strong>SL.2.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leads conversations</td>
<td>- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>Student's conversation is collaborative and encourages others to participate</td>
<td>- Student participates in conversations</td>
</tr>
<tr>
<td>Student converses with diverse partners</td>
<td>- Student occasionally participates in conversations</td>
</tr>
<tr>
<td></td>
<td>- Student's conversation is collaborative</td>
</tr>
<tr>
<td></td>
<td>- Student converses with diverse partners</td>
</tr>
<tr>
<td></td>
<td>- Student must be prompted to converse with different partners</td>
</tr>
<tr>
<td></td>
<td>- Student converses with the same partner</td>
</tr>
</tbody>
</table>