Lesson Guidance 1.3	
Grade	2nd
Unit	*4 Module 1*
Selected Text(s)	● **Suggested Texts and Materials:** ● Mufaro's Beautiful Daughters (continued from Module 1.1) ● Yeh-Shen (continued from Module 1.2) ● Cinderella (continued from Module 1.3) ● Compare and Contrast Organizer Chart for Cinderella Stories
Duration	**2 days**

`

Plan with guidance from the ELA Instructional Expectations Guide

---

Learning Goal(s)
What should students understand about today's selected text?
● Analyze the differences and similarities between the Cinderella-stories by comparing descriptions of main characters, settings, and actions

---

CCSS Alignment	**Priority Standards:** **CCSS.ELA-LITERACY.RL.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. **CCSS.ELA-LITERACY.RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	Supporting Standards: **CCSS.ELA-LITERACY.RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **CCSS.ELA-LITERACY.RL.2.3** Describe how characters in a story respond to major events and challenges. **CCSS.ELA-LITERACY.RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **CCSS.ELA-LITERACY.RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **CCSS.ELA-LITERACY.RF.2.3.C** Decode regularly spelled two-syllable words with long vowels. **CCSS.ELA-LITERACY.RF.2.3.F** Recognize and read grade-appropriate irregularly spelled words.

ELD **WIDA Alignment**	**ELD-SI.K-3.Explain:** Compare and contrast objects or concepts through nouns and adjectives to add precise descriptions.
End of lesson task *Formative assessment*	- Students complete the Compare and Contrast Organizer Chart for the three stories they have read by noting: - main characters - descriptions - setting - conflict(s) - fantastic elements (details)
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge** ● Background knowledge for this activity comes from the texts read in Modules 1.1, 1.2, and 1.3. ● Teachers can encourage students to re-read and to use their notes for different reasons (here, for key elements to compare across texts) **Key Terms** ● Key Details ● Word Meaning ● Retelling of Events ● Folktale ● Moral ● Central Message ● Compare and Contrast **Foundational Skills Connections** Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document. **Vocabulary Words** *(words found in the text)* Identify vocabulary based on selected text. ● *Based on formative assessments, review and reteach using selected text.* **ELD** **ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)** "Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning, ● Effective vocabulary instruction for ELs includes: ○ (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities, ○ (2) "student-friendly" definitions ○ (3) ensuring students can use the terms for "communication

and future learning." (Baker, Lesaux, et al)
- ○ (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
- ○ (5) pointing out cross-language similarities (e.g., cognates),
- ○ (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).
- Students can complete a notebook configuration, vocabulary log, or Frayer Model activity to increase understanding

SPED Accommodation/Differentiation:
- When orally responding to text dependent questions, prompt students to "Turn the Question Around" or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.

Core Instruction
Text-centered questions and ways students will engage with the text

Opening Activity:
Start by reviewing the three stories in this module.

ELD ELD Scaffolds

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.
- **Think / Write / Pair / Share** provides time for students to share ideas about the topic / concept and build a sense of empowerment.
- Please reference English Language Development Instructional Guide (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Content Knowledge:
- Being Kind
- Sharing
- Selfishness
- Family
- Inner Beauty compared to outer beauty

Shared Reading:
Engaging with Texts:
- Share the purpose:

- - ○ Re-reading to pull more details, especially those that are similar or different between the stories.
  - Practice and apply skills; Students will:
    - ○ Compare and contrast features of the stories using the chart to see the variety of retellings.

Sentence Comprehension: *But her greed to appear before the King first, drove her on. In her hurry, she almost stumbled over a small boy who appeared suddenly and stood in her path.*
Guided Question: What is happening in this sentence?
- Why is the character in a hurry? (the character is driven by greed to appear before the King)
- What is another word for "stumbled"? (tripped, stammered, lost balance)
- What does the small boy do in this sentence? (he appears suddenly in her path)
- Speaking and Writing Sample: Explain why greed can be a negative character trait. In the sentence, the character shows greed by _____. This is a problem because _____. Example: In the sentence, the character shows greed by rushing to the king in a hurry. This is a problem because she almost falls over a boy and could have hurt him.

Discourse:
- Teachers can use the language of comparison and contrast when prompting students to analyze the information in their comparison charts
  - ○ These versions of the story are similar because …
  - ○ This version is different from the others because…
- Teachers may also use this opportunity to explore themes of the texts more deeply
  - ○ How can a person's character on the inside affect how you see them on the outside too? (i.e.) If you know that a person is jealous or mean, doesn't that make them less beautiful?

ELD ELD Scaffolds
- Create a 3-column anchor chart using the 3 text titles for each column heading. Include rows entitled: main characters, setting, magical transformations. In small groups, list nouns and adjectives that describe each category (review what nouns and adjectives are if needed). Once complete, review the chart to make comparisons between the texts. This will create a stronger focus on the most important elements of the stories, and increase comprehension through scaffolding a comparison analysis of the texts.

SPED Accommodation/Differentiation:
- Prior to reading, use an explicit instruction routine to teach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of word meaning, so that students are able to readily use the targeted words in their speaking and writing. Click here to see an explicit instruction vocabulary routine.
- Prior to reading, lead a discussion to evoke prior knowledge related to environment and environmental changes, etc. Use a structured discussion protocol like De Bono's hat linked here**.**
  - ○ Modify as necessary for this discussion.
- Prior to reading, allow students to take a picture walk through the text
  - ○ Draw students' attention to illustrations and information that will be useful for comprehension of the content
- Prior to reading the text, pre assign students information on topics to look for
  - ○ Be sure that students understand that they will be asked questions specifically about these topics throughout the duration of the lesson (see Practice and Apply Skills)
- During reading, pause and ask standards based questions to check for student understanding
  - ○ Who are the characters in the story?
  - ○ Where does the story take place?
    When does the story take place?

- ○ What is one of the most important details? Why?
- ○ Why is __ a key detail?
- ○ How does knowing where the story takes place help you understand the story?
- ○ What do you wonder about __?
● During reading, lead students in a discussion regarding what they observe in the pictures and videos while they are making their descriptions on the graphic organizer in order to check for their understanding and to develop their oral language skills.
  - ○ Model conversational etiquette and expectations
● After reading, review information that is critical for completing the text based questions
  - ○ Use information from text based questions (see Practice and Apply Skills) to drive review and discussion of information
● When completing text based questions, provide students with a copy of the text
  - ○ Allow students to highlight, underline, use sticky notes or other visual markers to help organize information
  - ○ For some students, it may be appropriate to provide a prefilled outline in which they have to provide a limited amount of information
● During discussion, prompt students to speak in complete sentences in order to heighten their ability to write in complete sentences. Prompt students to exchange an adjective they use in their speaking for a more descriptive adjective in order to foster word consciousness.
  - ○ For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content

Small Group Reading Instruction:

Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the vertical progression of the priority standards in order to differentiate instruction so that students can access text.

Formative Assessment:

- ● Students complete the Compare and Contrast Organizer Chart for the three stories they have read by noting:
  - ○ main characters
  - ○ descriptions
  - ○ setting
  - ○ conflict(s)
  - ○ fantastic elements (details)

ELD ELD Scaffolds
- ● During the formative assessment, students may use the anchor chart they created to assist with more complex responses.

SPED Accommodation/Differentiation:

- ● Before engaging in the formative assessment, review information that is critical from the Module
- ● Before completing the formative assessment, host small group discussions with students to generate ideas
  - ○ Create an anchor chart of other graphic organizer to help students visualize information
- ● Before completing the formative assessment, host small group discussions with students to review and reteach information taught in the text

- ○ Draw students' attention to critical information that can be used throughout the completion of the task
  - ○ Allow students to make annotations directly on their text to help aid in student comprehension
- Before completing the formative assessment, provide students with an exemplar for completion
  - ○ Post exemplar for students to access throughout the completion of the task
  - ○ Consider creating a checklist for students to help organize / manage time and tasks
- During the formative assessment, provide frequent feedback by checking in with students
- During the completion of the formative assessment, guide students in the process of writing a paragraph, transferring information from the text in order to complete the text based questions
- During the writing, reinforce (with tapping) sound-grapheme correspondence for spelling in order to strengthen encoding skills.
- During the formative assessment, allow students to dictate their responses
- To further modify the formative assessment, it may be appropriate to provide students with cloze sentences in which they have to provide a limited amount of information
  - ○ Allow students to complete the modified assessment using any of the above listed accommodations

Optional Extension Activity:
Write an opinion paragraph about which of the stories in this module was your favorite.

Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	Saxon Fundations Sounds First: Phonemic Awareness Resource Weeks 1-8 Sounds First: Phonemic Awareness Resource Weeks 9-18 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Fluency	Fluency Protocols
Sentence Comprehension	Focus on Syntax Sample Sentence: *But her greed to appear before the King first, drove her on. In her hurry, she almost stumbled over a small boy who appeared suddenly and stood in her path.* Guided Question: What is happening in this sentence? • Why is the character in a hurry? (the character is driven by greed to appear before the King) • What is another word for "stumbled"? (tripped, stammered, lost balance) • What does the small boy do in this sentence? (he appears suddenly in her path)

	● Speaking and Writing Sample: Explain why greed can be a negative character trait. In the sentence, the character shows greed by _____. This is a problem because _____. Example: In the sentence, the character shows greed by rushing to the king in a hurry. This is a problem because she almost falls over a boy and could have hurt him.
Writing	Pattan Writing Scope and Sequence

Additional Supports	
ELD ELD Practices	● English Language Development Instructional Guide ● Strategies for English Learners ● Argumentative Student Language Support Sheet(ELD) ● Narrative Student Language Support Sheet(ELD) ● Informational Student Language Support Sheet(ELD) ● Sample Linguistic Frames
SpEd Practice	● **Model** what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion, so that students have a clear mental picture of what to do. ● **Prompt** students to **summarize** the discussion when it is their time to speak and to **elaborate** on what has been said in order to elicit participation and practice and to assess the skill level of each student. ● Instruct students in the use of **outlining** what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently. ● Provide sentence starters if necessary to help generate ideas for sentences. ● Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens . ● Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access