


Lesson Guidance 1.4	
Grade	2nd
Unit	4 Module 1
Selected Text(s)	<ul style="list-style-type: none"> Suggested Texts and Materials: My Favorite Cinderella Presentation
Duration	2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)	
<p><i>What should students understand about today's selected text?</i></p> <ul style="list-style-type: none"> Evaluate versions of the story to choose their favorite Express their opinion in writing with reasons, an introduction, and a conclusion 	
<u>CCSS</u> Alignment	<p>Priority Standards:</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
	<p>Supporting Standards:</p> <p>CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p> <p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.</p>
 <u>WIDA</u> Alignment	Review other ELD focus areas as needed based on content retaught/reviewed and student needs.



End of lesson task

Formative assessment

- Students will work individually complete their charts in [My Favorite Cinderella Presentation](#)
- They will use that information to write a short opinion paragraph with teacher support.
 - Task 1: “You will write a review of one story, including reasons why you think other people should read this version of the book”

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 citing reasons for their opinion)

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.

Knowledge Check

What do students need to know in order to access the text?

Vocabulary Words *(words found in the text)*

Identify vocabulary based on selected text.

- *Based on formative assessments, review and reteach using selected text.*



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:
 - You may be re-reading your favorite texts to provide your reader with more details
- Practice and apply skills; Students may:
 - Use details from their favorite Cinderella story to support their opinion writing

Sentence Comprehension: *Identify a complex sentence from the selected text.*

Discourse:

As students write they will be citing reasons for their opinion and/or making a recommendation

- This is the best version of the story because ...
- I chose this as my favorite version because ...
- I think that you will enjoy this version because...

ELD

[ELD Scaffolds](#)

- Review ELD focus areas as needed based on content retaught/reviewed.

SPED Accommodation/Differentiation:

- Review vocabulary from the module, as previously taught
 - Use an explicit instruction routine to reteach 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.](#)
- Review concepts as previously taught in the module to support completion of the end of module performance task
 - Review previously completed formative assessments
 - Review previously completed anchor charts/ graphic organizers
- Have students engage in collaborative discussion related to the end of module task
 - Provide students with sentence frames/ starters to guide academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- Support students with creating a template and have students orally discuss the questions above.
 - For students who may need additional support, provide a pre created template with visual aids to help students understand where specific information belongs
 - Provide writing practice, outlines, and/or sentence frames to assist students with writing down their opinion
 - For some students, it may be appropriate to allow them to dictate their responses
 - For some students, it may be appropriate to allow them to use pictures to represent their writing
 - For some students, it may be appropriate to provide cloze sentences in which they have to provide a limited amount of information using any of the above accommodations

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 will work individually complete their charts in [My Favorite Cinderella Presentation](#)
- They will use that information to write a short opinion paragraph with teacher support.
 - Task 1: "You will write a review of one story, including reasons why you think other people should read this version of the book"

ELD

[ELD Scaffolds](#)

- Invite newcomers or beginner ELs to dictate their ideas in their home language using a translation tool or bilingual adult to increase the number of opportunities for students to participate and verbally interact.

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 or 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:

Continue to 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 Foundations 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: <i>Identify a complex sentence from the selected text.</i>



Writing

[Pattan Writing Scope and Sequence](#)

Additional Supports	
 ELD Practices	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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