



# Around the World with a Glass Slipper

## What can versions of the same story teach us about different cultures?

In this sixth six-week unit of first grade, students compare and contrast multiple versions of Cinderella while learning about continents and cultures.

### Reading Standards for Literature

#### Key Ideas and Details

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Craft and Structure

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (e.g., "soon the round moon was shining" [Lobel, Arnold. "Owl and the Moon." Owl at Home. Harper Collins, 1975]).

#### Integration of Knowledge and Ideas

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

### Reading Standards for Informational Text

#### Key Ideas and Details

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

**RI.1.5** Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### Integration of Knowledge and Ideas

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Reading Standards: Foundational Skills

**Build Up Phonics** does not provide instruction for the blue highlighted standards.

#### Phonological Awareness

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. *Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.*
- b. *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.*
- c. *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).*

**New Standard** e. *Delete a syllable from a word (e.g., say "remember," now say it without the "re").*

**New Standard** f. *Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.*

**New Standard** g. *Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).*

**Phonics and Word Recognition**

**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

*b. Know the letter-sound correspondences.*

- silent e (e.g., a-e, e-e, i-e, o-e, u-e)

- vowel teams

- vowel diagraph (e.g., ee, oo, ai, ay, ea)

*c. Recognize and read grade-appropriate irregularly spelled words.*

*d. Read words with inflectional endings.*

*e. Decode regularly spelled one-syllable words that follow syllable types*

- close syllable

- open syllable

- vowel-consonant-e

- vowel teams

- consonant -le

- r-controlled vowel

*f. Decode two-syllable words following basic patterns by breaking the words into syllables*

- compound words (e.g., cup/cake, cow/boy)

- consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)

- VC/CV (e.g., nap/kin, hap/py, stam/pede)

- V/CV (e.g., bo/nus)

**Fluency**

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

*a. Read grade-level text with purpose and understanding.*

*b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.*

*c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

**Writing Standards****Text Types and Purposes**

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**New Standard** *c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*

**Production and Distribution of Writing**

**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening Standards

### Comprehension and Collaboration

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

*b. Continue conversations by responding to the comments of others through multiple exchanges.*

*c. Ask questions to clear up any confusion about the topics and texts under discussion.*

**SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

**SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Language Standards

### Conventions of Standard English

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*c. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).*

*• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.)*

*e. Use adjectives.*

*• Use determiners, noun markers, to add specificity (e.g., a book, the book).*

*g. Use prepositions (e.g., during, beyond, toward).*

*h. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.*

*• Use appropriate spacing to separate words in a sentence.*

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*a. Capitalize the first word in sentences, the pronoun I, dates, and names of people.*

*c. Use commas in dates and to separate single words in a series.*

*d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*

*• Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.*

### Vocabulary Acquisition and Use

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

*a. Use sentence-level context as a clue to the meaning of a word or phrase.*

*b. Use frequently occurring affixes as a clue to the meaning of a word.*

*c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).*

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).