



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).

- Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
- 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).