

Appendix I: Implementing Common Core Standards

Additional activities in workshop will extend student learning while incorporating other fairy tales. Students will read passages and answer questions related to text using both textual evidence and from their own thoughts and inferences.

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions

CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

In *The Paper Bag Princess*, students will create character and physical traits maps and describe how the characters personalities affected the stories outcome.

CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events

Cindy Ellen has a large focus on similes and metaphors, along with many of the other pieces in this unit. Non-literal (figurative) language does not take a back seat and is interwoven into the unit.

CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

In *Cinderella Skeleton*, I will specifically focus on the below standards due to the nature of the rich scope of vocabulary presented in this title.

CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Generally speaking, these standards are addressed in the entire unit, simply due to reading fairytales aloud and using “Talk Time” cards to generate point of view and opinion questions as well as students voicing their opinions through debate.

CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations

contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

The unit contains multiple books, but several written by two authors who “specialize” in Cinderella stories. Below is the standard it addresses:

CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

As a conclusion piece, the students will write their own fairy tales using the writing process and compile it into a class book.

Standards Addressed:

CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

In addition to verbally asking many probing questions myself throughout the read alouds, students will participate in a debate and a Socratic, or Paideia seminar. In order to be successful, the following standards will be addressed:

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.