



Introduction: *Cinderella* (Grade 4)



This introduction provides background information for a unit based on a picture-book version of *Cinderella*, written and illustrated by Barbara McClintock. The lesson was created for use with fourth-grade English language learners. The unit has been aligned to the Common Core State Standards and features scaffolded activities designed to support students' language development.

The lesson is geared towards Spanish-speaking ELLs, but teachers of students speaking other languages may wish to adapt the lessons by connecting to other languages or cultural elements.

The introduction includes the following sections:

- Project overview
- Research base
- Objectives
- Key standards
- Lesson components
- Ideas for differentiation
- Tips for teacher planning
- References
- Acknowledgements

Related materials, classroom videos, and teacher videos are available on Colorín Colorado:

<http://www.colorincolorado.org/common-core/classroom/lessons/grade4/>





Project Overview

The *Cinderella* unit was created by a group of teachers from Albuquerque, New Mexico, working in collaboration with the Albuquerque Teachers Federation and Dr. Diane August. Additional support for the project was provided by two consultants to the project. Erin Haynes helped develop the lessons and David Pook assisted with the preparation of the text-dependent questions and writing prompts. Their work was part of a project funded by the American Federation of Teachers Innovation Fund to create grade-appropriate lesson plan exemplars in grades 1, 4, and 8 aligned to the Common Core State Standards and targeting English language learners' (ELLs) literacy and language needs. The Colorín Colorado team then filmed teachers delivering the lessons in their classrooms.

(**Note:** The students featured in the accompanying video segments are fifth graders in Clara Gonzales-Espinoza's class, a member of the fourth-grade cadre, in the second year of the project. This lesson plan can be adapted for early fifth-grade students as needed.)

Opportunities and Challenges

ELLs face a unique set of opportunities and challenges in meeting the Common Core State Standards, which have been adopted by 45 states and the District of Columbia and require all students to develop literacy in the content areas (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). For example, the Common Core State Standards offer ELLs the opportunity to access grade-level content alongside their peers. ELLs also bring other types of assets to their learning that constitute important resources for their success in the classroom, such as first-language knowledge and skills (Fránquiz & Reyes, 1998). These assets can play a part in the success of their peers as well, who, to be college- and career-ready, need to learn to understand other perspective and cultures.

Yet the Common Core State Standards also present ELLs and their educators with unique challenges; ELLs often lag behind their English-speaking peers in vocabulary development, a key component of literacy (August, Carlo, Dressler, & Snow, 2005; Mancilla-Martinez & Lesaux, 2011).



In addition, if they have had limited or interrupted formal education, ELLs may lack important academic skills and learning strategies, which are important to high achievement (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). Given these challenges, this unit focuses on the literacy and language development of ELLs with targeted activities and strategies.

Objectives

The approach of building upon ELLs' existing background knowledge and first language was central to the creation of this lesson. It is based upon a picture book version of *Cinderella*, chosen by the Albuquerque teachers for its rich language as an anchor text to be used with other versions of the story that reflect cultural diversity.

Given the above-mentioned challenges facing ELLs, the *Cinderella* lesson plan:

- Capitalizes on ELLs' first language knowledge and skills
- Provides essential scaffolding that can be adjusted for ELLs with different levels of English proficiency to help them overcome the challenges of meeting grade-level content and literacy standards in their second language
- Maintains the complexity of the text, so that ELLs get the full benefit of reading grade-level text
- Builds upon students' language proficiency
- Enhances relevant knowledge about literary concepts
- Develops students' reading and writing skills with the goal of helping students meet grade-level standards.

Key Standards

The following Common Core State Standards in English Language Arts are included in this lesson. Standards are listed by domain: Reading, Speaking and Listening, Language, and Writing. They are numbered as they are in the official [Common Core Language Arts document](#), with the grade level preceding the standard number (e.g., 4.1 is Grade 4, Standard #1).



Reading Standards for Literature

- RL 4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL 4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL 4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- RL 4.4** Determine the meaning of words and phrases as they are used in a text.
- RL 4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*
- RL 4.10** Read and comprehend literature in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening Standards

- SL 4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts.
- SL 4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language Standards

- L 4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.



L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Writing Standards

W 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Note: The groundwork for meeting this standard is laid by having students analyze the structure of a fairy tale; students would need to work with additional texts to fully meet the standard.*

Lesson Components

The unit is organized into eight lessons of approximately thirty minutes each, along with optional extension activities. It includes the following components:

1. **Common Core State Standards** – The Common Core State Standards in Language Arts are listed at the beginning of each lesson in the Teacher Guide.
2. **Background Knowledge** – ELLs, as is the case for all students, will have an easier time understanding the text if they have access to skills that increase comprehension. In this lesson, students are given instruction in using context clues to determine meanings of words and in understanding idiomatic expressions.



3. **Vocabulary Instruction** – Two types of vocabulary words are included in this lesson. These target vocabulary words have been chosen for instruction because they are frequent in grade-level text and are important to understanding the story.
 - a. **Level 1:** These are words that are less abstract but that may be unfamiliar to ELLs. The teacher provides quick assistance to help students understand the meaning of these words before or during the Interactive Reading, using embedded vocabulary instruction techniques such as providing synonyms, using gestures, pointing to the pictures, or asking students to draw on background knowledge.
 - b. **Level 2:** These words tend to be more abstract. As part of extended instruction, students are shown word slides, which provide the word’s definition in English, its translation in Spanish, and one to two child-friendly visuals representing the words. Partner Talk activities require students to discuss questions in pairs that draw on their own background knowledge and experiences. An average of two vocabulary words is instructed each day using these extended techniques.

Vocabulary Activities: To reinforce word meanings, we encourage teachers to use games and activities, giving students an opportunity to review the vocabulary instructed during this lesson and other lessons.

4. **Interactive Shared Readings** – This lesson is built around two interactive shared readings of the text. In an interactive shared reading, the teacher and students work together to read the text and answer questions about it. In the first interactive reading, the teacher reads the text out loud to students and asks questions that assist students in comprehending the text. The teacher also provides embedded vocabulary instruction as described above. Directions provided for this lesson can be adjusted to meet the needs of different configurations of students. In classes with more proficient ELLs, the students with more proficiency might read the text independently or in pairs while the teacher reads the text aloud to students with lower levels of proficiency. The class can come back together to review answers after the first interactive read.



In the second interactive shared reading, the focus is on grade-level analysis of the text, with students working in pairs to read the text and answer questions that mainstream students would be expected to answer. The teacher might again assist ELLs with lower levels of English proficiency while students with more proficiency are working individually or with partners.

To further differentiate the interactive reading, provide answer frames to students with lower levels of proficiency and reduce the framing as students become more proficient. The level of framing will also be contingent on the complexity of the text students are reading, with more framing needed for more complex text.

5. **Character Sketch** – The Character Sketch during Day 4 provides students with a scaffolded opportunity to compare key characters in the text. First, they identify aspects of the characters’ personalities and daily routines that differ. Next, they identify things about the characters that are the same. Finally, they practice writing sentences that incorporate the similarities and differences that they have already identified.
6. **Literary Concepts** – As part of meeting grade-level standards, students learn about the attributes of fairy tales. They then identify these attributes in *Cinderella*, in preparation for writing their own fairy tales.
7. **Writing Practice** – As part of meeting grade-level standards, students work in pairs to write a short fairy tale, incorporating common attributes of fairy tales.

Note on English Language Proficiency Standards

English-as-a-second-language educators are encouraged to embed their state English Language Proficiency (ELP) Standards into the lesson. New Mexico, where these lessons were created and filmed, is a member of the [World-Class Instructional Design and Assessment \(WIDA\)](#) Consortia.



Differentiation

As noted above, the lesson can be delivered differently depending on the levels of proficiency of students in the classroom.

Teacher Planning

Lesson Overview

The *Cinderella* unit includes the following lessons:

- Lesson #1: Pages 1-10
- Lesson #2: Pages 11-19
- Lesson #3: Pages 20-30
- Lesson #4: Character Sketch
- Lesson #5: Fairy Tale Mini-lesson

Overview: Daily Activities

The lesson components described above are organized in five lessons of approximately forty-five minutes each. The following table summarizes the activities by lesson.

Detailed instructions for each activity are available in the [Teacher's Guide](#).

Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5
<ul style="list-style-type: none"> • Context Clues • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Idiomatic Expressions • Pre-teach Vocabulary • Interactive Reading 1 • Interactive Reading 2 	<ul style="list-style-type: none"> • Character Sketch 	<ul style="list-style-type: none"> • Fairytale Lesson • Fairytale Chart • Writing Practice • English Conventions

In preparation for each lesson, teachers are advised to take the following steps:

- Read through the Common Core State Standards. Think about the students in your class and the support they will need to meet these standards.



- Review the detailed lesson plan in the Teacher’s Guide, as well as the [Student Charts](#), the Lesson PowerPoint (PPT), and the Teacher Notes (which correspond to the PowerPoints notes and are included in each lesson’s Teacher’s Guide).
- Ensure that all materials have been secured and prepared. Think about your students and plan for how you will group them for collaborative work, taking students’ reading and English language proficiency levels into consideration.
- If using an interactive whiteboard or overhead projector, prepare the display of PowerPoint slides.



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