



Marietta City Schools 2023-2024 District Unit Planner

2nd Grade

Topic Title:

Unit #5 Similar Stories, Different Versions

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Different versions of similar stories from around the world allow readers to deepen our awareness of the common and unique characteristics among different cultures.

GSE Standards

ELA

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

ELAGSE2W1: 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Essential Questions	
<p>Factual—</p> <p>Who is the main character in the story?</p> <p>Where does the story take place?</p> <p>What major problem do the characters face?</p> <p>Which details stay the same or change in similar stories from different cultures?</p> <p>Inferential—</p> <p>How is each version of a story tied to its setting?</p> <p>How does a change in native language impact the contents of similar stories?</p> <p>Critical Thinking-</p> <p>Which version of the story do you prefer? Why?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
diverse, culture, lesson, challenge, respond, similarities, compare, contrast	<i>Cultural and language-specific vocabulary</i>
Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p>Transfer of Integrated Skills:</p> <ul style="list-style-type: none"> Compare Stories <p>Provide students with a Comparing and Contrasting Literature Texts graphic organizer then assign or allow students to choose two similar stories from this unit to compare and contrast based on the characters, setting, and major events.</p> <p>ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.</p>	

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- 2nd Similar Stories Summative

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Writing Task and Rubric:

Have students select one of the versions of a story in this unit as their favorite and explain why using reasons drawn from multiple versions. Provide students with the [Opinion Writing Checklist](#) to guide their work and use the [Opinion Writing Rubric](#) to score their final product.

ELAGSE2W1: 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>15-Day Plan: Similar Stories, Different Versions</i>	
Connected Structured Literacy Experiences	<i>Oral Language Strategy:</i> Provide students with sentence stems from Tool 2 Oral Language strategies related to the content for partner and whole group discussions. Example include SWBST: ___ wanted to ___ but ____. So ___ then ____.	
	<i>Vocabulary Strategy:</i> Refer to the Top Ten Tools materials for Tool 5 Vocabulary to guide students to create a Frayer Model (pp. 13-15) for new vocabulary that is tied to the culture in which the story is based.	

Connected Writing Activities	Embedded in 15-Day Plan				
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources					