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| **Grade 3****Unit Overview*****Once Upon a Time: Adapting and Writing Fairy Tales***  |
| **Focus Teaching Points** | * Studying published fairy tales to learn why and how writers adapt classic tales
* Storytelling, planning, and drafting adaptations of fairy tales
* Weaving narration through stories
* Self-assessing and goal-setting to lift the quality of new fairy tales
* Using language specific to fairy tales to cue the reader
* Using mentor texts to revise even while drafting
* Balancing action details with dialogue
* Revising for figurative language
* Editing for sentence variety
* Writing original tales by building on what students know about fiction writing: specific characters, motivations, troubles, and resolutions
* Including descriptive language and objects important to the character to develop fairy tales
* Balancing telling sentences with showing sentences in fairy tales
* Writing magic into the tale
* Revising with an eye for moving the reader quickly through some parts and slowly through others
* Storytelling tales to send them out into the world
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| **Key CCSS Standards** | ***Reading Standards for Literature (RL)**** *1, 2, 3, 4, 10*

***Writing Standards******(W)**** *3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 4.3b,d*

***Language Standards (L)**** *1, 2, 3, 4, 6*

***Speaking and Listening Standards (SL)**** *1, 2, 4, 6*
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| **Bends in the Road** | * Writing in the footsteps of the classics
* Adapting fairy tales with independence
* Writing original fairy tales
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| **Recommended Professional Resource(s) to Guide Instruction** | * *Once Upon a Time: Adapting and Writing Fairy Tales* from *Units of Study in Opinion, Information, and Narrative Writing, Grade 3* by Lucy Calkins, Shana Frazin, and Maggie Beattie Roberts, 2013, along with the accompanying online resources found at [Heinemann.com](http://www.heinemann.com/)
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| **Recommended Anchor/Mentor Texts** | * A collection of fairy tales that can be used to enjoy as a reader and study as a writer (see suggestions at Heinemann.com or on the [Teaching Resources](http://ppsgrade3.weebly.com/teaching-resources12.html) page of the Literacy Coach website):
	+ Read aloud the versions of particular tales that are most engaging.
	+ For studying as writers, gather those tales that have a clear, replicable structure (such as “Little Red Riding Hood” and “The Three Billy Goats Gruff”) *NOTE: Paul Galdone’s The Three Billy Goats Gruff is an old favorite in kindergarten classrooms! You will find at least one copy in every kindergarten in your building.*
	+ Also for your writing instruction, notice those tales that are told in a storyteller’s voice with rich and beautiful language. Mark up these texts with all the possible things you might teach your students, from structure to development to language conventions.
* *Prince Cinders* by Babette Cole (a fairy tale adaptation), and **if possible but not required**:
	+ *Cindy Ellen* by Susan Lowell and Jane Manning
	+ *Cinder-Elly* by Frances Minters
* Teacher writing and co-constructed writing from the unit
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| **Tips for the Unit** | * This unit brings children through three narrative writing cycles: two adaptations of fairy tales as well as their own original fairy tale
* This unit is an excellent transition between the third and fourth grade narrative expectations. Because it is aligned with third grade narrative writing standards *and* some aspects of fourth grade narrative writing standards, you are sending students off for the summer with a strong foundation upon which to draw when they begin their fourth-grade writing workshop with realistic fiction. The fourth-grade teachers will be so excited to build on this work next year!
* **Before you begin this unit,** you will want to immerse your students in fairy tales, even if just for a couple of days, to prepare them for studying and then writing their own adaptations. This doesn’t have to be lengthy and intensive, just enough that students are familiar and comfortable with the text type.
	+ Read aloud (and reread, if possible) classic versions of fairy tales, particularly *Cinderella, Little Red Riding Hood,* and *The Three Billy Goats Gruff;* most kindergarten teachers have at least one copy of *The Three Billy Goats Gruff* by Paul Galdone because it is a mentor text for one of their reading units of study.
	+ Read aloud *Prince Cinders*, the unit’s mentor text, more than once if possible, so children are familiar with it when you use it in the first session for teaching writing.
	+ Read aloud versions of these fairy tales, particularly *Cinderella,* along with the other titles mentioned above, and other classic fairy tales (such as *The Three Little Pigs,* and *The Little Red Hen*); be sure to check with your CTL or Literacy Coach for titles that are available in your building.
* You will also want to draft your own adaptation, in preparation for teaching this unit. There are sample demonstration texts in the [online resources](http://www.heinemann.com/), but it will be most valuable if you adapt a tale yourself. It will allow you to authentically have those “writer to writer” conferences!
* We highly recommend that you read the “Welcome to the Unit” on pages vi – ix to gain an understanding of the broad goals of the unit and effective ways to prepare to teach the unit.
* In **Bend I**, students spend time studying fairy tales as writers. This first narrative cycle is heavily scaffolded as students make their first attempt at writing an adaptation of a familiar fairy tale. The unit suggests that you demonstrate with “Cinderella,” and provide students with a choice of two familiar tales with a strong structure to adapt, such as “Little Red Riding Hood” or “The Three Billy Goats Gruff.” Students will engage in close reading of these tales as writers to learn lessons from their mentors before drafting their own adaptations. You will teach students to plan their stories by oral rehearsals, with gestures, small actions, facial expressions, and dialogue. Students will learn to string small moments (scenes) together to create their adaptations.
	+ This is a great time to integrate the teaching of speaking and listening, particularly through [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html).
* **Bend II** begins with goal-setting as students set out to write a second adaptation of a fairy tale, lifting the quality of writing in this second cycle of narrative writing. The scaffolding is reduced now, by opening up the choices of classic fairy tales to adapt to any story in which the child is interested. You will have copies of tales available to support this transference of knowledge about writing adaptations to a second piece.
* By **Bend III**, children are ready to write their own original tales. All three bends are fast-paced and rigorous, building on the work of the year and pushing ahead to be ready for fourth grade!
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| **Materials and Resources** | Each child: * Writer’s Notebook
* Writing folder for drafts and any reference materials

Teacher:* Writer’s Notebook for modeling
* Teacher-generated writing for modeling

Anchor charts from the previous realistic fiction writing unit Samples of student writing, found in the book and on [heinemann.com](http://www.heinemann.com/) |
| **Assessment** | * The unit suggests an on-demand narrative writing assessment, such as [the one used during the first narrative writing unit](http://ppsgrade3.weebly.com/assessment.html), *Crafting True Stories.*
* Use narrative writing checklists and rubrics to assess progress of students’ drafts and to identify next steps for instruction on [heinemann.com](http://www.heinemann.com/).
* Conference Notes
* Student notebooks and folders
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| **Celebrations** | * Provide students with an opportunity to orally share their fairy tales, building on the oral tradition of the genre. The unit suggests creating small storytelling circles in which 4 – 6 writers mix with a small audience group. Writers can rehearse using storytelling voices to read their original fairy tales. See pages 161 – 164 for details on creating a magical celebration!
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