

**Unit Overview**

Storytelling is at the heart of this third grade unit in narrative writing. Not only will children learn to write well-crafted tales; but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy tales are by nature taut tales with clear story arcs, archetypes, and lessons. They are terrific models of the craft moves that youngsters can use in their own writing. As the children write their adaptations they will see how developing a clear sequence of events is the framework for all good narrative writing. They will use dialogue and description to enhance the storytelling, and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders will recall, practice, and improve upon the narrative writing they started at the beginning of the year. They will also be preparing for narrative writing in the fourth grade. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 3 Book 4 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 3 Unit 4, *Once Upon a time: Adapting and Writing Fairy Tales*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.5, W.3.7, W.3.8	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.10, RL.4.1, RL.4.3	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
2	W.3.3a, W.3.5, W.3.10, W.4.3.a	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.4, SL.3.6, SL.4.4	L.3.1, L.3.3, L.3.6
3	W.3.3.b, W.3.4, W.3.5, W.3.10, W.4.3.b,d	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,e	RL.3.1, RL.3.2, RL.3.3, RL.3.5	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	W.3.3.a,b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e	RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.3.a
6	W.3.3.b,c,d, W.3.4, W.3.5, W.3.10, W.4.3.a,b,c,d,e	RL.3.1, RL.3.2	SL.3.1a, SL.3.2	L.3.1, L.3.2, L.3.3, L.3.4, L.3.5a, L.3.6
7	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3, W.4.4	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3a, L.4.3.a
8	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d	RL.3.3, RL.3.5	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3a, L.3.6, L.4.3.a
9	W.3.3, W.3.4, W.3.5, W.3.10, W.4.3.d	RL.3.2	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.3, L.4.3
10	W.3.3.b,d, W.3.4, W.3.5, W.3.10, W.4.3.b,d	RL.3.2, RL.3.4	SL.3.1, SL.3.6	L.3.1, L.3.2, L.3.2c, L.3.3, L.4.3
11	W.3.3.b, W.3.5, W.4.3.b,d	RL.3.4	SL.3.1, SL.3.6	L.3.1.i, L.3.2f, L.3.5, L.3.6, L.4.5, L.4.6
12	W.3.3.b, W.3.5, W.4.3.b	RL.3.1, RFS.3.4	SL.3.1, SL.3.6	L.3.1.h,i, L.3.2, L.4.1.f
13	W.3.3, W.3.5, W.3.10, W.4.3	RL.3.1, RL.3.3	SL.3.1	L.3.1, L.3.2
14	W.3.3, W.3.4, W.3.5, W.3.10	RL.3.3	SL.3.1	L.3.1, L.3.2
15	W.3.3.b, W.3.4, W.3.5, W.4.3.b	RL.3.1, RL.3.2, RFS.3.4, RL.4.2	SL.3.1, SL.3.4, SL.3.6	L.3.2.c
16	W.3.3.b, W.3.5, W.3.10, W.4.3.b,d	RL.3.1, RL.3.3	SL.3.1	L.3.1.i, L.3.2.c, L.3.3a, L.3.5, L.4.5
17	W.3.3.a,d, W.3.5, W.3.10, W.4.3.a,e	RL.3.1, RL.3.2, RL.3.3	SL.3.1	L.3.3.a, L.4.3
18	W.3.3.b, W.3.4, W.3.5, W.4.3.b,d	RFS.3.4	SL.3.1, SL.3.4, SL.3.6	L.3.1.a, L.3.2, L.3.3a, L.4.1.f
19	W.3.5	RL.3.2	SL.3.1	L.3.1.e, L.3.1, L.3.2
20	W.3.6	RFS.3.4	SL.3.1, SL.3.4, SL.3.6, SL.4.4	L.3.6

Overarching Standards Aligning with Grade 3 Unit 4, <i>Once Upon a time: Adapting and Writing Fairy Tales</i>				
Session	Writing Standards	Reading Standards	Language Standards	
1	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p>		
2	<p>W.3.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p>		
3	<p>W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
4	<p>W.3.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p>			

	<p>planning, revising, and editing.</p> <p>W.3.10 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.</p> <p>W.4.3.b,e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			
5	<p>W.3.3.a,b,c,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			
6	<p>W.3.3,b,c,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.10 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.</p>			
7	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
8	<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or</p>		<p>L.3.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

	<p>a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.3.d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
9	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
10	<p>W.3.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>L.3.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
11	<p>W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
12	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>L.3.1.h,i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
13	<p>W.3.3 Write narratives to develop real or imagined experiences or events</p>			

	using effective technique, descriptive details, and clear event sequences.			
14	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
15	W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.4.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
16	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		L.3.1.i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
17	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
18	W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.4.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		L.3.1.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
19	W.3.5 With guidance and support		L.3.1.e Demonstrate command of the	

	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		conventions of standard English grammar and usage when writing or speaking.	
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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>• Adaptations include changes that are meaningful and consequential.</li> <li>• Fairy tales are a form of narrative writing that is different from a personal narrative.</li> <li>• Fairy tales are short stories, written as several small scenes that follow a predictable pattern.</li> <li>• Storytelling is different from reporting.</li> <li>• Writers have many ways to develop and revise stories they create.</li> <li>• Writers learn all they can about a genre before writing.</li> <li>• Writers need to revise and edit their written pieces, for instance by varying their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers become invested in the Writing Workshop?</li> <li>• How do good habits, routines, and procedures within the workshop model enable writers to grow?</li> <li>• How do writers write with volume, stamina, and speed?</li> <li>• How can writing partners, mentor texts, and writing strategies help a writer? How can writers monitor their growth as writers?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of a fairy tale</li> <li>• Make meaningful and consequential adaptations to a fairy tale</li> <li>• Show sequence with strong transitional words</li> <li>• Story-tell their ideas before they begin to write</li> <li>• Tell a story that includes the elements of a fairy tale</li> <li>• Use a variety of means of assessing, revising, and editing their work</li> <li>• Write a story rich in details to describe characters, plot, and setting</li> <li>• Write a story that includes dialogue</li> <li>• Write a story that uses a storyteller's voice</li> <li>• Write a story with a clear sequence of events</li> <li>• Write the events of a story as small moments, or small scenes</li> </ul>



Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>● Create and refer to anchor charts from UoS Writing Book 1.</li> <li>● .Create and refer to anchor charts.</li> <li>● Study pages from exemplar writer's notebooks.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach children to read like writers using mentor texts</li> <li>● Provide checklists to assess and develop on-going goals.</li> <li>● Use booklets, pages, and/or writer's notebooks for daily writing.</li> <li>● Make mental movies and act out a story to make writing come alive.</li> <li>● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.</li> <li>● Add dialogue to make characters come to life.</li> <li>● Set mini goals to revise and edit as you move through writing pieces.</li> <li>● Tap, sketch, or jot across the pages as a way of planning stories, books.</li> <li>● Explore and try a variety of beginnings and endings to your writing piece</li> </ul>	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● provide support as needed during individual teaching sessions.</li> <li>● provide feedback in small group setting.</li> <li>● provide personal copies of teaching charts.</li> <li>● provide modified and/or alternate grade level checklists and rubrics.</li> <li>● provide modified writing paper.</li> <li>● provide appropriate writing partners.</li> </ul>	<p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>● Suggestions from UoS Writing Book 4.</li> <li>● <i>Prince Cinders</i>; Babette Cole (N)</li> <li>● <i>Jack and the Beanstalk</i>; Paul Galdone (J)</li> <li>● <i>The Little Red Hen</i>; Paul Galdone (J)</li> <li>● <i>Cinderella</i>; Barbara Karlin (K)</li> <li>● <i>The Frog Prince</i>; Edith Tarcov (K)</li> <li>● <i>The Frog Prince, Continued</i>; Jon Scieszka (K)</li> <li>● <i>The Three Billy Goats Gruff</i>; Janet Stevens (K)</li> <li>● <i>The Three Little Pigs</i>; Steven Kellogg (K)</li> <li>● <i>Cindy-Ellen: A Wild Western Cinderella</i>; Susan Lowell (L)</li> <li>● <i>The Gingerbread Boy</i>; Paul Galdone (L)</li> <li>● <i>The Three Little Javelinas</i>; Susan Lowell (L)</li> <li>● <i>The Three Little Pigs and the Somewhat Bad Wolf</i>; Mark Teague (L)</li> <li>● <i>Conejito: A Folktale From Panama</i>; Margaret Read MacDonald (M)</li> <li>● <i>Goldilocks and the Three Bears</i>; James Marshall (M)</li> <li>● <i>Jack and the Beanstalk</i>; Steven Kellogg (M)</li> <li>● <i>Bubb the Cowboy Prince</i>; Helen Kettemen (N)</li> <li>● <i>The Magic Pomegranate: A Jewish Folktale</i>; Peninnah Schram (N)</li> <li>● <i>Rumpelstiltskin</i>; Paul O. Zelinsky (N)</li> <li>● <i>Cinder Edna</i>; Ellen Jackson (N)</li> <li>● <i>Mufaro's Beautiful Daughters</i>; John Steptoe (N)</li> <li>● <i>Borreguita and the Coyote</i>; Verna Aardema (O)</li> <li>● <i>Cendrillon: A Caribbean Cinderella</i>; Robert D. San Souci (O)</li> <li>● <i>Little Red Riding Hood: A Newfangled Prairie Tale</i>; Lisa Campbell Ernst (O)</li> <li>● <i>The Three Little Wolves and the Big Bad Pig</i>;</li> </ul>

<ul style="list-style-type: none"><li>● Write long and strong to build stamina..</li><li>● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.</li><li>● Use technology to research information about a specific topic.</li><li>● Use technology to publish a piece of writing.</li><li>● Plan to celebrate the conclusion of classroom writing projects</li></ul>		<p>Eugene Trivizas (O)</p> <ul style="list-style-type: none"><li>● <i>Cinder-Elly</i>; Francis Minters (P)</li><li>● <i>Yeh-Shen: A Cinderella Story From China</i>; Ai-Ling Louie (P)</li><li>● <i>The Talking Eggs: A Folktale From the American South</i>; Robert D. San Souci (P)</li><li>● <i>Martina The Beautiful Cockroach</i>; Carmen Agra Deedy (P)</li><li>● <i>The True Story of The 3 Little Pigs</i>; Jon Scieszka (Q)</li></ul>
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

\*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i></li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided writing.</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Observation of daily writing progress in writing notebooks or folders.</li> <li>● Use of student checklist(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 3 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.