

Grade 3 Unit 4 Once Upon a Time **Bend 1** Writing in the Footsteps of the Classics **Bend 2** Follow the Path: Adapting Fairy Tales with Independence **Bend 3** Blazing Trails: Writing Original Fairy Tales

<p>Administer On Demand Pre-Assessment</p>	<p><b>Bend 1:</b> <b>Session 1:</b> Adapting Classic Tales</p> <p><b>Learning Goal:</b> Good writers create their own fairy tales by adapting classic ones.</p> <p><b>Learning Goal:</b> To gain inspiration and begin to write, good writers study several versions of a classic fairy tale and then ask themselves, “Why might the author have made these versions?”</p> <p><b>Teaching Point:</b> “Writers read mentor texts to see how he/she changes some things and not others. Then they ask themselves how will those adaptations help me when I write my own?”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Recommended Titles</a></li> <li>➤ <a href="#">Three Billy Goats Gruff</a></li> <li>➤ <a href="#">The Little Glass Slipper (A Cinderella Story)</a></li> <li>➤ <a href="#">Little Red Cap</a></li> <li>➤ <a href="#">Adaptation: Cinderella</a></li> <li>➤ <a href="#">Winderella</a></li> <li>➤ <a href="#">Prompts to Support Thinking Chart</a></li> <li>➤ <a href="#">Student Notebook Entry</a></li> <li>➤ <a href="#">Sample Notebook Entry</a></li> </ul>	<p><b>Session 2:</b> Writing Story Adaptations that Hold Together</p> <p><b>Learning Goal:</b> Good writers adapt fairy tales in meaningful ways.</p> <p><b>Learning Goal:</b> Good writers make changes that are consequential changes that affect other elements of the story, rippling throughout.</p> <p><b>Teaching Point:</b> “When writers plan how an adaptation of a story will go, they do two things. First, they decide on a change that they think will improve the story. Second they make sure that the change leads to other changes so the whole story fits together. Often the one big adaptation cascades like a row of dominoes through the writer’s adaptation of the fairy tale.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">If I Change Chart</a></li> <li>➤ <a href="#">Student Notebook Entry</a></li> <li>➤ <a href="#">Student Notebook Entry</a></li> <li>➤ <a href="#">Student Notebook Entry</a></li> </ul>	<p><b>Session 3:</b> Storytelling, Planning and Drafting Adaptations of Fairy Tales</p> <p><b>Learning Goal:</b> Good Writers story-tell or act out their stories to help as they plan their drafts and they write their drafts.</p> <p><b>Teaching Point:</b> “The real goal when you rehearse for writing a story is not to come up with something to say, but to make the story you will write much stronger. If you story-tell and act out your story, your rehearsal brings your story to life.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample First Draft Scene 1</a></li> </ul>	<p><b>Session 4:</b> Writers can Story-Tell and Act out as they Draft</p> <p><b>Learning Goal:</b> Good writers rehearse for writing by storytelling or acting out each scene.</p> <p><b>Teaching Point:</b> “When you are writing, you can rehearse in the middle of writing as well as at the start of it. And specifically, when writing a fiction story that contains several small moments or scenes, it helps to story-tell or to act out each small moment before writing it- or at least to do this while writing it.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Revised Draft Scene 1</a></li> <li>➤ <a href="#">Sample Scene-Planning Booklet</a></li> </ul>
<p><b>Session 5:</b> Weaving Narrations through Stories</p> <p><b>Learning Goal:</b> Good writers often weave narration through fairy tales as a way to establish background, tie together scenes, and teach a moral or end a story.</p> <p><b>Teaching Point:</b> “Writers of fairy tales use narration, or telling, in some important ways: to introduce the story, to stitch one scene to the next, and to end the story.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Narration</a></li> <li>➤ <a href="#">Sample Narration</a></li> </ul>	<p><b>Session 6:</b> Mirror, Mirror on the Wall: Assessment Using Self-Reflection</p> <p><b>Learning Goal:</b> Good writers check their work and plan for future projects.</p> <p><b>Teaching Point:</b> “Writers know that their writing gets better not only from what they do on the page, with their pencil, but also from what they do off the page. No work is more powerful than being a really tough critic of one’s own draft, rereading one’s writing and judging it</p>	<p><b>Bend 2:</b> <b>Session 7:</b> Goals and Plans are a Big Deal</p> <p><b>Learning Goal:</b> Good writers rely on each other and themselves to independently plan not only their stories but not only their stories but their writing process.</p> <p><b>Teaching Point:</b> “All good things are made twice. Once in the creator’s imagination, and once in reality. Writers plan not only their writing, but also their</p>	<p><b>Session 8:</b> Telling Stories that Make Readers Shiver</p> <p><b>Learning Goal:</b> Good writers make fairy tales sound like fairy tales by using special language --in this case, by adding refrains.</p> <p><b>Teaching Point:</b> “Fairy tales are written to be read aloud, or story told, in ways that make listeners squeal and shiver. At the exciting parts, there are often repeated refrains that add to the tension. Throughout, the story is written so that listeners will feel what the writer wants</p>	<p><b>Session 9:</b> Revising Early and Often</p> <p><b>Learning Goal:</b> Good writers make significant revisions as they draft, using other authors’ writing as mentor texts.</p> <p><b>Teaching Point:</b> “Some students think you draft your whole piece, then you revise your whole piece. The truth is that serious writers, sophisticated writers, revise early and use those early revisions to lift the level of what they have yet to</p>

<ul style="list-style-type: none"> <li>➤ <a href="#">Sample Narration</a></li> <li>➤ <a href="#">Sample Ending</a></li> <li>➤ <a href="#">Sample Ending</a></li> </ul>	<p>against goals in such a way that the writer comes away with goals to live by, stars to steer by.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Narrative Checklist</a></li> <li>➤ <a href="#">Student's Final Piece</a></li> </ul>	<p>process for making a piece of writing.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Planning Chart for Adaptation</a></li> <li>➤ <a href="#">Ways Authors Adapt Fairy Tale Charts</a></li> <li>➤ <a href="#">Adapting Fairy Tales Anchor Chart</a></li> <li>➤ <a href="#">Sample Writing Goals and Plan</a></li> <li>➤ <a href="#">Sample Notebook Entry</a></li> <li>➤ <a href="#">Sample Notebook Entry</a></li> </ul>	<p>them to feel, to see what the writer wants them to see.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Planning Chart</a></li> <li>➤ <a href="#">Sample Dramatization</a></li> <li>➤ <a href="#">Sample Transitions</a></li> <li>➤ <a href="#">Sample Descriptive Language</a></li> <li>➤ <a href="#">Sample: Telling a Story Bit-by-Bit</a></li> <li>➤ <a href="#">Sample Story Planning Booklet</a></li> <li>➤ <a href="#">Sample Story Planning Booklet</a></li> </ul>	<p>write.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Draft</a></li> <li>➤ <a href="#">Sample Draft</a></li> <li>➤ <a href="#">Sample Refrain</a></li> <li>➤ <a href="#">Sample Refrain</a></li> <li>➤ <a href="#">Sample Refrain</a></li> </ul>
<p><b>Session 10:</b> When Dialogue Swamps Your Draft, Add Actions</p> <p><b>Learning Goal:</b> Good writers balance their dialogue by adding accompanying actions.</p> <p><b>Teaching Point:</b> “If characters are having a conversation, it helps if they are making a salad-or doing some other accompanying action. Those actions can say as much as the dialogue.”</p>	<p><b>Session 11:</b> Painting a Picture with Words: Revising for Language</p> <p><b>Learning Goal:</b> Good writers of fairy tales use figurative language, “painting a picture” in their readers’ minds.</p> <p><b>Teaching Point:</b> “Writers revise their fairy tales by using what they know about language to paint pictures in the minds of their readers.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Language Paints a Beautiful Picture Chart</a></li> <li>➤ <a href="#">How to Write Fairy Tale Adaptation Chart</a></li> <li>➤ <a href="#">Sample Spelling Work</a></li> <li>➤ <a href="#">Sample Spelling Work</a></li> <li>➤ <a href="#">Sample Spelling Work</a></li> </ul>	<p><b>Session 12:</b> The Long and Short of it: Editing for Sentence Variety</p> <p><b>Learning Goal:</b> Good writers read their stories aloud, identifying choppy or abrupt sentences and smoothing them out by simplifying long winded ones or complicating simplistic ones.</p> <p><b>Teaching Point:</b> “One way to create your own writing style is to experiment with different types of sentences when editing. This means that in addition keeping an editing eye out for writing rules, writers edit to smooth out short or choppy sentences. Writers turn those sentences into smoother, more precise, and well-paced sentences.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Draft</a></li> <li>➤ <a href="#">Powerful Edits Sample</a></li> <li>➤ <a href="#">Powerful Edits Sample</a></li> </ul>	<p><b>Band 3:</b> <b>Session 13:</b> Collecting Ideas for Original Fairy Tales</p> <p><b>Learning Goal:</b> Good writers write original tales by using elements of narratives: specific characters, motivations, troubles, and resolutions.</p> <p><b>Teaching Point:</b> “When trying to write fairy tales, hard work matters, but hard work alone won’t produce a beautiful fairy tale. What you need, above all, is the magic formula. The formula includes a character with traits and wants, and then a dose of trouble, then more trouble, and more. Then somehow, ta-da! That’s the magic part- there’s a resolution.”</p>	<p><b>Session 14:</b> From “This Is a Fairy Tale About” to “Once upon a Time”</p> <p><b>Learning Goal:</b> Good writers look back on their own writing, thinking about which processes and strategies worked for them before, and which didn’t, to help them write their current piece.</p> <p><b>Teaching Point:</b> “Writers learn from their own writing. Writers look back over previous pieces they’ve written, especially those similar in genre, noting the processes and strategies that they used when writing those pieces. They ask “What worked that I should do again? What didn’t work that I need to rethink this time?”</p>
<p><b>Session 15:</b> Tethering Objects to Characters</p> <p><b>Learning Goal:</b> Good writers make scenes even more meaningful, writers not only include character’s actions but also objects important to the character.</p> <p><b>Teaching Point:</b> “Writers sometimes focus characters’ actions around an object that’s important to the character,</p>	<p><b>Session 16:</b> Using Descriptive Language While Drafting</p> <p><b>Learning Goal:</b> Good writers elaborate as they draft by revealing how writers balance out telling sentences with showing sentences,</p> <p><b>Teaching Point:</b> “Writers live in the world of their stories and add tiny bits of description- of characters, setting, and</p>	<p><b>Session 17:</b> Revising the Magic</p> <p><b>Learning Goal:</b> Good writers revise their fairy tales and tether the magic in their stories to the heart of the story, the beginning and/or end of the story.</p> <p><b>Teaching Point:</b> “One way writers revise their writing is to reread, looking especially at the role of magic in their stories. For a fairy tale to work, the</p>	<p><b>Session 18:</b> Revising for Readers</p> <p><b>Learning Goal:</b> Good writers show their readers how to read a piece by varying the pace of the writing.</p> <p><b>Teaching Point:</b> “Writers show their readers how to read a piece by varying the pace of the writing-by altering whether a moment passes by quickly or slowly. “</p>	<p><b>Session 19:</b> Editing with an Eye Out for Broken Patterns</p> <p><b>Learning Goal:</b> Good writers reread their writing, looking for parts that need to be fixed up and edited.</p> <p><b>Learning Goal:</b> Good writers edit their work by looking for where patterns of good writing are broken.</p>

<p>which makes those actions more meaningful.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Draft</a></li> </ul>	<p>objects- as they write. Sometimes they do that by writing a telling sentence, and then a showing sentence.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Description</a></li> <li>➤ <a href="#">Sample Description</a></li> <li>➤ <a href="#">Student Draft</a></li> </ul>	<p>magic can't be just sprinkled around willy-nilly, but needs to connect to the heart of the story. Magic usually pops up especially when the story's trouble pops up.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Magic Comes In Many Forms Chart</a></li> <li>➤ <a href="#">Magical Beginning/Ending Sample</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="#">Sample Revised Draft</a></li> </ul>	<p><b>Teaching Point:</b> “Writers try to carry good writing across a whole piece. Writers look back over rough drafts, noting the places where a pattern of good writing is broken. Then, they ask, “How may I edit my writing to mend the broken pattern and fix the mess-ups, keeping the good writing going?”</p>
<p><b>Session 20:</b> Happily Ever After: A Fairy Tale Celebration</p> <p><b>Learning Goal:</b> Good writers form small storytelling circles, sharing their fairy tales with a young audience. They lean on their storytelling background to bring their fairy tales to life.</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Final Piece</a></li> </ul>				