Grade 3 - Unit 2 Writing - Traditional and Adapted Fairy Tales

Unit Focus

In *Traditional and Adapted Fairy Tales*, students explore the structure and purpose of traditional and adapted tales as they learn how authors use stories to communicate lessons, values, and perspectives. Through the study of fables, folktales, myths, and fractured fairy tales, students examine how characters, setting, plot, and conflict work together to develop a central message or moral. Students analyze how authors adapt familiar stories by changing point of view, character traits, settings, or outcomes to create new interpretations and deeper meaning. Throughout the unit, students move through the stages of the writing process to develop their own adapted tales with clear narrative structure, engaging characters, and meaningful lessons. As they study mentor authors, students learn how dialogue, descriptive detail, and character actions strengthen storytelling, applying these craft techniques to their own writing to create original stories that reflect both creativity and understanding of narrative craft.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 3

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 13 above.) (CCSS.ELA-LITERACY.W.3.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.3.5)
- 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. (CCSS.ELA-LITERACY.W.3.10)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.3.3.A)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS.ELA-LITERACY.W.3.3.B)
- Use temporal words and phrases to signal event order. (CCSS.ELA-LITERACY.W.3.3.C)
- Provide a sense of closure. (CCSS.ELALITERACY.W.3.3.D)
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-LITERACY.SL.3.1.A)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.3.1.C)

Transfer

Students will be able to independently use their learning to...
T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.
T2 Compare and contrast literary patterns across texts.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Writers can change familiar fairy tales by intentionally revising characters, settings, events, and endings while still keeping connections to the original story. **U2** Sounds, letters, and patterns work together to support decoding and spelling of words. **U3** Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.	*Students will keep considering...* **Q1** How do writers change familiar fairy tales to create new versions of the same story? **Q2** How does understanding word parts help readers make sense of what they read? **Q3** How can I use the writing process to make choices that communicate my ideas clearly?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Characteristics of traditional fairy tales, including common characters, settings, magical elements, recurring patterns, and morals.	*Students will be skilled at...* **S1** Identifying and explaining the characteristics of traditional fairy tales in mentor texts and their own writing.

Stage 1: Desired Results - Key Understandings

• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS.ELA-LITERACY.L.3.1.A) • Ensure subject-verb and pronoun-antecedent agreement.* (CCSS.ELALITERACY.L.3.1.F) • Produce simple, compound, and complex sentences. (CCSS.ELA-LITERACY.L.3.1.I) • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS.ELALITERACY.L.3.2.E) • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS.ELA-LITERACY.L.3.2.F) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-LITERACY.L. 3.2.G) **Madison Public Schools Profile of a Graduate** • Product Creation: Effectively use a medium to communicate important information. (POG.3.2) • Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	**K2** Story elements and plot structure, including characters, setting, problem, events, climax, solution, and ending. **K3** Ways authors adapt traditional fairy tales by changing characters, settings, events, perspectives, or outcomes while keeping connections to the original story. **K4** Techniques authors use to bring stories to life, including dialogue, action, narration, descriptive details, and transitions. **K5** How fairy tales communicate a moral or lesson through characters' actions, choices, and experiences. **K6** Steps in the writing process, including planning, drafting, revising, editing, reflecting, and goal setting. **K7** Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling. **K8** Fundations: • Vowel-consonant-e syllables • Spelling of /k/ in a v-e syllable • s saying /z/ between two vowels • Two-syllable words with closed syllables • Two-syllable words with closed and vowel-consonant-e syllables • -ive as a suffix • ve at the end of a word (v never ends words in English) • Silent e spelling rule **K9** Grammar: • Complete Sentences vs. Sentence Fragments • Declarative & Interrogative Sentences • Imperative & Exclamatory Sentences • Adjectives • Adverbs • Making Sentences Say More • Subject-Verb Agreement	**S2** Planning fairy tales using story structure tools such as plot mountains and SWBST to organize ideas. **S3** Writing an adaptation of a traditional fairy tale by changing characters, settings, events, or outcomes while maintaining connections to the original story. **S4** Using dialogue, action, narration, descriptive details, and transitions to develop characters and move events forward in narrative writing. **S5** Writing endings that resolve the story problem and clearly communicate a moral or lesson. **S6** Applying the writing process (planning, drafting, revising, editing, and publishing) to improve narrative writing over time. **S7** Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns. **S8** Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.