



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 2

Unit Name: Fables, Folktales & Fairy Tales

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Question

- What are characteristics of fables, folktales and fairy tales?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
Immersion Day 1 I can discuss the tales that are familiar to me and begin to explore how traditional tales are different and alike. Day 2	<ul style="list-style-type: none">• Comprehension: Determining Importance• Listening and Responding	Formative <ul style="list-style-type: none">• Where Are My Students in the Writing Process?	Mentor Texts <ul style="list-style-type: none">• <i>Anansi Goes Fishing</i>• <i>Babushka Baba Yaga</i>

<ul style="list-style-type: none"> I can define the features of fables as I begin to explore some of the different qualities of the traditional tale <i>The Tortoise and the Hare</i>. <p>Day 3</p> <ul style="list-style-type: none"> I can listen to <i>The Old Man & His Door</i> by Gary Soto to show how tales can teach us a lesson using the defining characteristics and enduring qualities of fables. <p>Day 4</p> <ul style="list-style-type: none"> I can listen to <i>Sleeping Ugly</i> and discuss the features of fairy tales and the progressive nature of this genre as writers add to and twist old tales into new ones. <p>Day 5</p> <ul style="list-style-type: none"> I can discuss the importance of heroes (main characters) in folktales and how they lead readers toward the lesson learned in the end. <p>Mini-Lessons</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> I can draw and brainstorm ideas for animal characters with human qualities and personality traits. <p>Generating Ideas II</p> <ul style="list-style-type: none"> I can see how writers create different versions of familiar tales by comparing and contrasting different versions of the same story. I can explore ideas for retelling or rewriting favorite tales of my own. 	<ul style="list-style-type: none"> Purpose/Meaning Text and Genre Features/Structure Drafting Organization Revision Editing Conventions and Grammar Editing Publishing Generating Ideas Routines and management Writing with independence Writing with stamina Storytelling Writing with focus and organization 	<p>Summative</p> <ul style="list-style-type: none"> Standards-Based Writing Rubric Text Type: Narrative Grade 2 Self-Assessment Questionnaire Conference Questions from unit lessons in Fables, Folktales and Fairy Tales See Student Forms for additional assessment opportunities <p>Benchmarks</p> <ul style="list-style-type: none"> Editing Checklist Draft Final piece <p>Alternative</p> <ul style="list-style-type: none"> Use of Formative Assessment Graphic Organizers Oral responses and graphic organizers pertaining to the Grade 2 Fables, Folktales & Fairy Tales Editing Checklist Modified assignments and Student Forms Grade based on anecdotal and 	<ul style="list-style-type: none"> <i>The Boy of the Three-Year Nap</i> <i>Cinder Edna</i> <i>It Could Always be Worse</i> <i>Jack and the Beanstalk</i> <i>Old Man and His Door</i> <i>Sleeping Ugly</i> <i>A Story, A Story</i> <i>The Tortoise and the Hare</i> <p>Digital Texts</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> <i>Semantic Features Map</i> (Professional Article/Reference) <p>Student Forms</p> <ul style="list-style-type: none"> <i>Interview a Tale Teller</i> <i>My Character is a _____</i> <i>My Character is a Rabbit</i> <i>Making Magic</i> <i>Heroes & Heroines vs. Villains & Scoundrels</i> <i>The Point of My Tale</i> <i>Descriptive Tools for Revision</i> <i>Pictures and Details That Show</i>
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<p>Generating Ideas III</p> <ul style="list-style-type: none"> • I can examine some common elements of tales I can use when writing my own stories. <p>Generating Ideas IV</p> <ul style="list-style-type: none"> • I can create characters (both good and bad) to possibly include in my own tales. <p>Generating Ideas V</p> <ul style="list-style-type: none"> • I can consider what kinds of problems heroes and heroines meet. • I can understand how problems and solutions can lead to great ideas for my own tales. <p>Selecting</p> <ul style="list-style-type: none"> • I can think about the reason for my writing and my audience to help me choose an idea from my Writer's Notebook to being working on a tale to publish. <p>Collecting I</p> <ul style="list-style-type: none"> • I can think about how the setting helps the reader understand a story. • I can collect ideas for setting details to include in my own tale. <p>Collecting II</p> <ul style="list-style-type: none"> • I can borrow ideas from other versions or stories to include in my retelling. <p>Drafting I</p> <ul style="list-style-type: none"> • I can understand the importance of an introduction in tales and draft an introduction to my tale. <p>Drafting II</p> <ul style="list-style-type: none"> • I can think about the events that I will include to show the problem and draft the middle of my tale. <p>Drafting III</p> <ul style="list-style-type: none"> • I can think about different ways I can conclude my story and which type of ending might be best for my draft. <p>Revising I</p> <ul style="list-style-type: none"> • I can use mentor texts to help me improve my writing. <p>Revising II</p>		<p>observation notes</p> <ul style="list-style-type: none"> • Grade on content only • Draft only 	<p><i>Place</i></p> <ul style="list-style-type: none"> • <i>Capital's Check</i> • Check How to Spell What you Tell • Title Page Cover <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Dictionaries/Word Books • Publishing Materials • Pens/Pencils (for writing, revising and editing) • Story Paper • Chart paper • Variety of writing paper (available as forms or other) • Prewritten sentence on chart paper <p>Additional Materials</p> <ul style="list-style-type: none"> • Duplicate or display the last pages of several unit books.(drafting, happy endings) • "Parts of a Tale" anchor chart • Prepare a 3-column chart titled "Author/Title/Purpose" with unit titles
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<ul style="list-style-type: none"> • I can come up with drawings to create or add to help my readers better understand my tale. <p>Editing I</p> <ul style="list-style-type: none"> • I can edit a final draft to make sure I have correctly capitalized character and place names within their tales. <p>Editing II</p> <ul style="list-style-type: none"> • I can edit my final draft to make sure I have used correct spelling of words and expressions. <p>Publishing</p> <ul style="list-style-type: none"> • I can create a title and cover for my tale to make my readers curious about my story. <p>Student Self-Reflection</p> <ul style="list-style-type: none"> • I can think about myself as a writer and how well I used the strategies I learned in my writing. • I can set a goal for myself to improve as a writer. 			<p>and authors listed in the order addressed here (adding on any others you plan to cover).</p> <ul style="list-style-type: none"> • Prewritten sentence on chart paper (see Engage) • Students' Drafts • Duplicate or display the last pages of several unit books. <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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NJ Student Learning Standards (2016)

WRITING

Text Types and Purposes

W.2.1: 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 conclusion. **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3: Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science

observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING and LISTENING

Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.2.1: Demonstrate command of the conventions of grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

c. Use reflexive pronouns (e.g., myself, ourselves).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

c. Use an apostrophe to form contractions and frequently occurring possessives.

c. Generalize learned spelling patterns when writing words (e.g., cage [badge; boy [boil).

e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Usage

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing

flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

NJSLS Technology Standards

8.1.2.A.2 Create a document using a word processing application

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Interdisciplinary Connections and Activities

- Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media. Students will explore ideas for retelling or rewriting favorite tales of my own and illustrate. 1.2.2 D., CRP2
- Students will create their own Folktale or Fairy Tale on a digital platform such as google slides/PowerPoint. 8.1.2.B.1

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP6 Demonstrate creativity and innovation

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Students may compose their own letter requesting the name of a favorite fairy tale to be retold or read at home. Have students share in their letter why the requested fairy tale is one of their favorites.</p> <p>Rewrite <i>Sleeping Ugly</i> or another fairy tale.</p> <p>Higher level fable, folktale and fairy tale texts available to read and emulate writing from.</p> <p>Have students research fables, folktales and fairy tales from other countries that interest them.</p> <p>Students create their own unique title page cover.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>See Adapted Student Forms</p> <p>Read <i>A Story, A Story</i> to your English language learners prior to reading it to the whole class to prepare students for a whole-class read. Also, if possible, translate the parent letter (the Appendix "Letter Home") into students' native languages.</p> <p>Clarify the words "beginning," "middle," and "end." If these words or concepts are new to your students, it may be necessary to do a separate lesson prior to reading the book. Work with students in a small group to develop the concept, first in concrete terms, using a green, a yellow, and a red cube. (These colors are familiar signs of starting, going slowly, and stopping.) Be explicit and name what composes a beginning (the names of the characters, the setting), a middle (the problem), and an ending (the solution).</p> <p>When students turn and talk, have them use the following sentence stems:</p> <ul style="list-style-type: none"> ● The author wants us to learn that ___. ● The old man learns that ___. ● The old woman learns that ___. <p>With young English language learners, depending on their background, the common vocabulary of a fairy tale may not be familiar, but there are</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade Fables, Folktales & Fairy Tales unit</p> <p>Supply students with anchor charts: Parts of a Tale, Features of Folktales, What Makes a Hero, Important Tellers of Tales from Around the World, Cinderella vs. Cinder Edna, Our Heroes' and Heroines' Problems and Solutions, How Writer's Collect Setting Details, Introducing Tales, Transition and Linking Words and Phrases by taping or stapling into their writer's notebooks or folders.</p> <p>Partially complete Fables, Folktales & Fairy Tales graphic organizers such as Retelling a Familiar Tale, My Character is a Rabbit, My character is a ____, Making Magic, Folktale Story Map, Transitions and Linking Words and Phrases, and.</p> <p>Extra time completing tasks, checklists and other tasks in this writing unit.</p> <p>For students writing a fable, the structure can be as follows:</p> <ol style="list-style-type: none"> 1. Decide on what the lesson or moral will be. This is a good time to refer to the chart of lessons learned from immersion. 2. Decide on the characters. Choose two animals. 3. Give each animal human qualities that are different from each other.

	<p>cognates that can be shared to find out if there is a connection. Prior to this lesson, work with students in a small group and share the following Spanish cognates to see if there is recognition:</p> <ul style="list-style-type: none"> ● princess – princesa ● prince – príncipe ● magic – magia ● hero – héroe ● enchanted – encantado ● solution – solución ● solve – resolver ● castle – castillo <p>Watch online fairy tales in the native language of the students.</p> <p>Writemark (ELL support form)</p> <p>During the "Engage" portion of the lesson, draw images to support the ideas that students share with you so that all of your students will be engaged.</p> <p>Chart the characteristics of a hero and bully and provide images when possible.</p> <p>For students writing a fable, the structure can be as follows:</p> <ol style="list-style-type: none"> 1. Decide on what the lesson or moral will be. This is a good time to refer to the chart of lessons learned from immersion. 2. Decide on the characters. Choose two animals. 3. Give each animal human qualities that are different from each other. 4. Decide on the problem or conflict. What problem will have to be solved to teach the lesson? 	<ol style="list-style-type: none"> 4. Decide on the problem or conflict. What problem will have to be solved to teach the lesson? 5. What is the solution to the problem? <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Fables, Folktales & Fairy Tales unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p> <p>Oral response options to be provided for assignments calling for students to produce written responses connected to Fables, Folktales & Fairy Tales</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Fables, Folktales & Fairy Tales unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>Provide wait time to allow students to process orally presented information and questions relating Fables, Folktales & Fairy Tales.</p> <p>Use different colors to edit for each item that you are editing for to make the editing work stand out.</p> <p>*Also see modifications for English Language Learners</p>
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5. What is the solution to the problem?

Students should be encouraged to use the setting of their native country if they were not born in the United States.

While students are writing, confer with them and provide some options for your English language learners. For instance, characters could be on a journey or could decide to have a race. Students should choose one of these options. Then have students decide how many events they want their tales to have. Give them the number of pages that each event should require so that each event is on a separate page. This will help to keep them organized. Use the questions in the "Reiterate" portion of the lesson to guide your students each step of the way. This procedure, like writing the introductions, will serve as a scaffold.

Question number 3 on the "Self-Assessment Questionnaire" is very open ended and will be challenging for English language learners. Provide choices, discuss them, and then have students choose the one they like.

*Also see modifications for students with IEPs/504s and At-Risk Learners

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>

