

05_Fairy Tales/Children's Stories/Fables Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **2-3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- children's books, fables, and fairy tales can be profound while also being simple.
- the subtlety of "show, don't tell" can be lost on children, and sometimes "show AND tell" is required.
- a story can be outlandish, outrageous, and fantastic while also being relatable.
- the messages and stories of our youth grow with us.
- works written for an audience of children are not limited to that audience.

CONTENT AREA STANDARDS

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.10. 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 tasks, purposes

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the

course of the narrative.

LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	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 tasks, purposes.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- an audience of children demands entertainment (humor, excitement, fun, interest, illustrations, reliability) from a story.
- how to appropriate clichés in fresh ways.
- how to embrace and how to subvert the genre.

Procedural Knowledge

Students will be able to:

- analyze and critique **the author's use of dialogue, tone and syntax in** a variety of children's stories, fairy tales, and fables.
- reflect on ways **author's craft directly enhances a story** to learn from the works of professionals.
- work collaboratively to create their own children's stories, fairy tales, and fables.
- present their stories **orally and in writing** in a manner appealing to the target audience.

EVIDENCE OF LEARNING

Alternate Assessments

- Student Interviews
- Oral Presentations
- Poster Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Journal entries, reflections, discussions, group workshops

Summative Assessments

Presentations, original works, projects (videos, skits, interactive performances)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Selections and excerpts from the following authors: Shel Silverstein, Roald Dahl, Dr. Sues, Neil Gaiman, Steven Kellogg, Jon Scieszka, Maurice Sendak, [Grimm](#), [Andersen](#), [Aesop](#)
- Excerpts from fairy tale films, particularly animated works by Disney and Pixar
- Select scenes from children's shows, including Sesame Street, Spongebob Squarepants, Dora the Explorer, Arthur, The Powerpuff Girls, Yo Gabba Gabba!, Phineas and Ferb, Full House, Coraline

INTERDISCIPLINARY CONNECTIONS

Social Studies: current events, autobiographical studies, philosophy, social relationships among people

Technology/multimedia: educational tech applications

Visual Performing Arts: dramatization

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.