Once Upon a Time: A New Look at Fairy Tales

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Introduction

The magic of fairy tales has the power to capture the imagination of all second-grade readers and writers. From classic tales that have been told and re-told for hundreds of years to more modern adaptations that tickle our funny bones, the genre of fairy tales is rich and full of potential for engaging study. In this lesson set, students come to know both the classic versions of a variety of fairy tales as well as more contemporary adaptations of the same tales, sometimes referred to as “fractured fairy tales.”

In grades K–2, children begin to master the decoding skills described in the standards for reading foundational skills. As more sophisticated readers, many second graders are able to read longer, more complex pieces, yet often struggle with comprehending their reading on a deeper level and demonstrating this understanding through fluent reading and rich conversation. Helping students understand what they read is always one of our ultimate goals as teachers. By focusing on these engaging and classic tales, students have an opportunity to work toward greater proficiency with these goals.

In support of the reading standards, students engage with the elements of story to determine the central theme or lesson included in the tale as well as to compare and contrast different versions of the same tale. In addition, students honor the oral tradition of fairy tales by performing familiar tales for an authentic audience with a focus on fluency and expression in their delivery.

In support of the writing standards, students compose an original fairy tale with an eye on including a variety of details aimed at making their writing more dynamic and sophisticated. More specifically, students experiment with the use of internal thought, dialogue, descriptive action, and powerful endings to engage their audience.

Why This Lesson Set?

In this lesson set, students will:

- Identify key story elements, using them to compare and contrast different versions of the same tale
- Conduct close readings of illustrations to support comprehension
- Trace character change across one tale, using this information to determine the central theme or lesson
- Write an original adaptation of a classic fairy tale
- Elevate their writing by adding details such as character dialogue and descriptive character action
Common Core State Standards Alignment

Reading Literature Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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.

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

Speaking and Listening Standards

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

Language Standards

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

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

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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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.

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).
## Essential Skill Lenses (PARCC Framework)

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a coalition of more than 20 states that has come together with “a shared commitment to develop an assessment system aligned to the Common Core State Standards that is anchored in college and career readiness” (http://www.parcconline.org). As part of its proposal to the U.S. Department of Education, PARCC has developed model content frameworks for English language arts to serve as a bridge between the Common Core State Standards and the PARCC assessments in development at the time of this publication. At the time of publication, PARCC has provided guidelines for grades 3 to 11. At the K to 2 grade levels, however, we expect students to engage in reading and writing through eight PARCC-specified skill lenses in order to build a foundation for future grades. The table below details how each skill lens is addressed across the lesson set. (PARCC, 2012).

<table>
<thead>
<tr>
<th>Cite Evidence</th>
<th>There are many opportunities throughout this lesson set for students to cite specific portions of a given text as evidence to support their thinking, particularly about elements of a fairy tale, character, and theme.</th>
<th>As writers, students work collaboratively, citing their own writing as well of that of a partner as evidence of specific teaching objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze Content</td>
<td>Students identify various elements of fairy tales, find specific evidence of a central theme or lesson, and compare and contrast two versions of the same fairy tale.</td>
<td>Students revisit their own writing multiple times throughout this lesson set, looking closely at their drafts to make purposeful revisions.</td>
</tr>
<tr>
<td>Study and Apply Grammar</td>
<td>Students demonstrate the ability to convey their ideas clearly, using language that is appropriate to the situation and audience.</td>
<td>Students work in partnerships to analyze their own writing to improve its clarity.</td>
</tr>
<tr>
<td>Study and Apply Vocabulary</td>
<td>Students apply the vocabulary and specific language associated with fairy tales.</td>
<td>Identifying important vocabulary in reading provides support for student writing. When creating their own stories, students think carefully about words and phrases to describe the characters, setting, and events.</td>
</tr>
<tr>
<td>Conduct Discussions</td>
<td>Throughout the lesson set, students engage in whole-group discussions, small-group discussions, and multiple opportunities to turn and talk one on one with a classmate. The teacher should emphasize following general rules and etiquette for discussions and review this as needed.</td>
<td>Students discuss and share their developing stories. Students follow general rules and etiquette for discussions, which are crucial for the success of these discussions.</td>
</tr>
<tr>
<td>Report Findings</td>
<td>In many lessons, students share with the class their investigations into various fairy tales.</td>
<td>As writers, students bring back their writing to share with the class their successes and struggles. In many instances, children lift a line of text from their own writing as a means of collecting excellent writing examples.</td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>Plan opportunities for students to build Reading Foundational Skills by exploring grade-level appropriate skills in the context of the Core Texts from each lesson set and applying this knowledge to their independent reading and writing. Schools may also wish to acquire developmentally appropriate curricular materials specific to this area. Words Their Way: Word Study in Action by Donald Bear et al. is an excellent example of a program that addresses this need.</td>
<td></td>
</tr>
</tbody>
</table>
Core Questions

Before getting started with the day-to-day lessons, it’s important to consider the core questions that drive this lesson set. These questions remain the core of our teaching throughout the lesson set, and each lesson should come back to these overarching ideas.

- What are the key elements in a story?
- What are the characteristics of a fairy tale?
- How do classic versions of fairy tales compare to the more modern adaptations?
- How does knowledge of story elements help students to write an adaptation of a classic story?
- What types of details help to enhance our writing?

Ready to Get Started?

Your second graders are going to fall in love with the magic and excitement of fairy tales. Both the classic and reimagined versions are packed with imaginative creatures, magical moments, and exciting twists and turns. However, fairy tales offer more opportunities for our readers than just a good story. Not only do fairy tales contain a deeper lesson or message for readers to uncover, they present us with a chance to encourage students to question the content of their reading. By contrasting classic versions of fairy tales with more-modern adaptations, we open up the possibility for students to pursue a high level of critical thinking by addressing issues of power, gender, and social class presented in fairy tales. For instance, why do classic fairy tales typically portray the female character as the one in need of saving? Why are the wealthy often described as wicked? What does it mean to truly live “happily ever after”?

Lesson Set Goals

Lesson Set Goals Reading

- Build and demonstrate understanding of traditional literature (fairy tales) through close reading of text, citing textual evidence to support thinking and ideas. (RL.2.1, RL.2.2, RL.2.3, RL.2.10, W.2.8, SL.1.1a, SL.1.1b, SL.1.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6)
- Identify and define the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson). (RL.2.1, RL.2.2, RL.2.5, RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6)
- Infer the message or lesson in a fairy tale and use text evidence to defend their interpretations. (RL.2.1, RL.2.2, RL.2.10, W.2.8, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6)
- Use strategies to determine or clarify the meaning of new words and phrases in fairy tales. (L.2.4)
- Use information gained from illustrations to better understand a fairy tale. (RL.2.1, RL.2.7, RL.2.10)
- Identify and explain how and why a character changes throughout a fairy tale. (RL.2.1, RL.2.3, RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6)
Compare and contrast two versions of the same fairy tale to recognize similarities and differences. (RL.2.2, RL.2.9, RL.2.10, W.2.8, SL.2.1a, SL.2.1b, SL.2.1c, L.2.1, L.2.3, L.2.6)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)

By the end of year, read and comprehend a variety of literature texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation. (SL.2.1a, SL.2.1b)

In collaborative discussions, ask questions in a manner that enhances understanding of topic. (SL.2.1c)

Speak in complete sentences when appropriate. (SL.2.6)

Demonstrate knowledge of standard English and its conventions. (L.2.1, L.2.2, L.2.3)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.2.6)

Lesson Set Goals Writing

Plan and write an original adaptation of a classic fairy tale that includes the elements common to fairy tales and a logical sequence of events. (RL.2.1, RL.2.2, RL.2.3, RL.2.10, W.2.3, W.2.5, W.2.8, SL.1.1a, SL.1.1b, SL.1.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6)

Include strong details such as dialogue, descriptive language, inner thoughts, and feelings. (W.2.3, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6)

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. (W.2.3)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

With guidance and support from adults and peers, share writing with others in meaningful ways. (W.2.6)

In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation. (SL.2.1a, SL.2.1b)

In collaborative discussions, ask questions in a manner that enhances understanding of topic. (SL.2.1c)

Speak in complete sentences when appropriate. (SL.2.6)

Demonstrate knowledge of standard English and its conventions. (L.2.1, L.2.2, L.2.3)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.2.6)

Choosing Core Texts

To prepare for the teaching in this lesson set, you’ll need to gather enough fairy tales for your students to read during independent practice. Be sure to gather classic versions, adapted or reimagined versions (sometimes referred to as fractured fairy tales), and versions from other cultures. There are many wonderful collections of fairy tales available for students at all ranges of reading levels. The texts listed below are specifically referenced in the expanded core teaching for this lesson set.

- Cinderella retold by Barbara Karlin
- Cinderella, or, The Little Glass Slipper translated by Marcia Brown
- The Egyptian Cinderella by Shirley Climo
- Good Little Wolf by Nadia Shireen
- The Korean Cinderella by Shirley Climo
- The Paper Bag Princess by Robert Munsch
- Prince Cinders by Babette Cole
- The Princess and the Pea by Rachel Isadora
- Red Riding Hood retold by James Marshall
- Yeh Shen: A Cinderella Story from China by Ai-Ling Louie

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We encourage you to seek out and use other fairy tales as well. Fairy tales make for fun and engaging read-alouds—so tuck them into your teaching as often as you’d like, and fill your room with the joy and magic of these stories! Many popular folktales are widely available in your school or public library. You can also find both text and video versions of many popular folktales online with a quick search of Google or YouTube.

Here are a few additional texts we recommend. These have been chosen because they represent both classic and contemporary versions of the genre.

- **Bigfoot Cinderrrrrrella** by Tony Johnston
- **Cinder Edna** by Ellen Jackson
- **Cindy-Ellen: A Wild Western Cinderella** by Susan Lowell
- **Cinder-Elly** by Frances Minters
- **Goldilocks and the Three Bears** by James Marshall
- **Little Red Riding Hood: A Newfangled Prairie Tale** by Lisa Campbell Ernst
- **Tell the Truth, B.B. Wolf** by Judy Sierra
- **The Three Bears** by Paul Galdone
- **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas
- **The Wolf Who Cried Boy** by Bob Hartman

**Teacher’s Notes**

Have you ever had a moment where something familiar appeared to you in a whole new light? Perhaps it was a time when you saw an event from a completely different perspective or took a new and unexpected adventure that you had never considered before. These are the moments that can shake up our view of ourselves and make us question what was. They are exhilarating.

In this lesson set, we have the opportunity to shake up our students’ perspectives on some classic and widely known stories—fairy tales! Don’t worry if your students are unfamiliar with these tales; just reading a classic tale in juxtaposition with a more modern version of the same tale will give them a taste of actively questioning as they read. Whose version of the tale is correct? Is the wolf really all that bad? And what does it really mean to live happily ever after?

In order to tackle these more abstract ideas, the lessons build upon students’ knowledge of key story elements, using them as a springboard to more closely question their reading, analyze characters, infer lessons, and compare and contrast two versions of the same tale.

The adaption of an original fairy tale students create as part of this lesson set will make an excellent selection for their writing portfolios. Not only will it show a command of a new genre, but it will also demonstrate students’ ability to craft highly detailed narrative complete with well-developed characters. Finally, students’ commentary about their writing provides an interesting look into their emergent ability to self-critique and reflect on their own learning.

To best support students who may be unfamiliar with these sorts of traditional texts, spend time preparing for this lesson set by reading aloud to the class.
several classic fairy tales. In addition, when possible, build in time to read and enjoy a variety of fairy tales alongside your formal instruction.

Core Message to Students

Close your eyes and imagine a magical land. Maybe it’s a castle. Maybe it’s beside the ocean. Maybe it’s on a wintry mountaintop. Now, imagine the characters and other magical creatures who might fill that land. In a fairy tale, all magical things are possible—talking wolves, fire-breathing dragons, and fairy godmothers are just the beginning! What kind of magic do you want to create?

See Appendix 2.1 for an enlarged version to reproduce and share with students.

Questions for Close Reading

The Core Ready lessons include many rich opportunities to engage students in close reading of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences in traditional literature, particularly fairy tales.

- What characters have you encountered in the story?
- Where and when does the story take place?
- What is happening in the story so far?
- What do you think will happen next? Why?
- What is the problem that needs to be solved?
- Does the problem get solved? How?
- What characteristics of a fairy tale are present in this story? Where?
- How does this version of the fairy tale compare to __________ (another version of the same tale)? Which parts are most similar?
- How has __________ (a particular character) changed over the course of this story? How do you know?
- What is the message or lesson readers can take from this tale? How does the author teach you this lesson?

Building Academic Language

On the next page is a list of academic language to build your students’ comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. There are words and phrases listed there. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the glossary at the end of this chapter for definitions of the words. Also listed are sentence frames that may be included on a sentence wall (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980), or as a handout to scaffold student use of the content words. Some students, especially English language learners, may need explicit practice in using the sentence frames. Encourage all students to use these words and phrases regularly in their conversations and writing.

Recognition

At the end of the lesson set, it is important to recognize the hard work your students have put into their learning and the way they’ve thought about themselves and others. The end of the writing lesson set offers the perfect opportunity for students to share their original adaptations of classic fairy tales. There are also many other fun ways to make the end of the lesson set memorable, including:

- Students act out their favorite scenes from a fairy tale.
- Students perform their own fairy tales with classmates.
- Class creates an anthology of student work to reproduce and share with families.
- Add student writing to the classroom or school library alongside the classic versions that served as inspiration.

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Assessment in this lesson set is both ongoing and culminating, meaning that as teachers we are constantly kid-watching and observing how students make meaning and how they are interpret new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

Also, we encourage you to use the Reading and Writing Rubrics, also marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards-aligned lesson set goals. In this lesson set, the original adaptation of a classic fairy tale students write will be an essential piece of summative assessment evidence that can be analyzed and placed in a portfolio of student work.

In addition, we have provided a Speaking and Listening Checklist (see PDToolKit) that provides observable Common Core State Standards–aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every Core Ready lesson set to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the day-by-day lessons, you’ll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and research-driven English language learner supports aimed at scaffolding

Core Words

characters
dialogue
dialogue
emotion
event
evil
fairy tale
good
illustration
internal thinking
message/lesson
plot
problem
solution

Core Phrases

● I see __________________ in the illustrations. This shows me that ____________________.

● The main characters in this fairy tale are ____________________.

● The good characters are ____________________. I know this because ____________________ (text as evidence).

● The evil characters are ____________________. I know this because ____________________ (text as evidence).

● This fairy tale takes place in ____________________ (setting).

● The problem in this fairy tale is ____________________.

● The solution is ____________________.

● ____________________ (character’s name) was ______________, and now he or she is ______________. I think this is because ____________________.

● The lesson of this fairy tale is ____________________.
instruction for all learners. However, we urge you to consider the following more specific challenges with which your students may need guided support. The following sections are written to spotlight important considerations as you move through the lesson sets.

**Reading**

Choosing texts that are at students’ reading levels is essential for their reading success and reading identity. When searching for texts make sure you have various levels represented in your classroom library. Some of your students may benefit from repeated exposure to a lesson’s teaching point over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor your students who are reading below grade level to determine if they are reading with accuracy and fluency to support comprehension. Encourage students to use context to confirm or self-correct word recognition and understanding and to reread when necessary. Refer to the Common Core Foundational Skills Standards at the grade 2 level as well as at the kindergarten and grade 1 levels for direct, explicit foundational skills support that your students reading below grade level may need.

Second graders reading below grade level may have a difficult time with certain versions of fairy tales as well as some of the more sophisticated or antiquated language contained within many classic tales. Look for a variety of versions of the same tale at lower reading levels. “The Three Little Pigs” is a classic example of a fairy tale that has been told and retold in many variations at a range of different independent reading levels. Be cognizant of unfamiliar language embedded within the text choices for both whole-class teaching and independent reading, and preview the texts you provide to students reading below grade level.

As you continue your work with students, use observational notes and reading assessment data to create two to three specific short-term goals for your students with diverse needs. For example, as stated above, these goals may be related to increasing word accuracy, building vocabulary, improving fluency, or enhancing comprehension. Throughout this lesson set, tailor your individualized and small-group instruction set so that it addresses and evaluates student progress toward these goals.

**Writing**

Inspired writers are motivated writers. Allowing students to choose the topic of their writing is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, be sure to emphasize the meaning and function this particular type of writing may have in their lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, as well as the experience of sharing their own work—both the final product and versions in process.

Many students may benefit from extended illustration work prior to writing. Illustration can be a pathway to deeper thinking about characters, their actions, and their feelings. In addition, consider the accessibility your students have to word walls of fairy tale language as well as examples of strong writing details created and curated by members of the class. Some students will require extra support in writing to move from drawing to writing or to move from story mapping to sentences. You can also provide additional scaffolding by having students draw out their fairy tale prior to writing it. This is especially helpful for visual learners and students who need to “sketch to stretch.” Even your most proficient writers can benefit from this step, but many of your resistant writers will feel more comfortable with getting their ideas on paper through drawing first.

As your students move from determining their ideas for their stories and begin telling a sequential tale, provide them with a variety of paper choices that are second-grade appropriate. For students with fine motor control issues, providing a variety of paper choices that have handwriting lines with a dotted line in the middle can offer support, as letter formation may require significant energy for some writers. Also consider having some students type and electronically publish their stories rather than handwrite them if that is a medium more conducive to their writing success.

We want our second graders to communicate their stories to an audience, and supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse their stories to us or to a peer. For some students, the oral rehearsal will provide a springboard to writing. Others will have greater success dictating their story to you.
As with the reading lessons, your students may benefit from several days on a single lesson’s teaching point. This can be done with the whole class or in small-group settings.

### English Language Learners

While it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families’ cultural traditions and experiences is important in getting to know your students, understanding them, and working with them in meaningful ways.

We also encourage you to use your ELLs’ home languages as a resource. Researchers on second language acquisition are nearly unanimous on this point: using the home language enhances learning—both content development and English language and literacy acquisition. Even if you don’t speak your students’ home languages, look for every opportunity to have them leverage what they already know as you teach new information. Multilingual practices, like asking students how to say something in their home language or encouraging students to discuss texts bilingually, also send welcoming messages that school is a place for people of all linguistic backgrounds.

English language learners are learning about characters alongside native English speakers in your classroom, but they are also simultaneously learning English. For our English language learners, therefore, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2008) defines “academic English” as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. English language learners will over time be responsible for understanding and producing academic English both orally and in writing. However, language acquisition is a process, and our English language learners range in their development of English language acquisition. We urge you to consider your students along a spectrum of language acquisition: from students new to this country, to those who are proficient conversationally, to those who have native-like proficiency.

Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the whole-group lesson and will support the development of their language skills. Although these moments during instruction are designed to support English language learners, many schools are adding a separate English language development (ELD) block targeted at oral English language development, to further support their students in language acquisition.

Students with growing English proficiency will benefit from a fairy tales word wall to build vocabulary (see Core Words and Phrases). A sentence word wall to give them sentence starters to help with conversation will also offer students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and give them a reference to what words are important to this study and what they mean. Consider forming small, flexible groups of students with similar needs in fairy tale clubs—particularly native English speakers with English language learners. Each group can focus on a particular fairy tale and its related versions throughout the lesson set, and you can use the group as a platform for reinforcing individual lessons on reading and writing fairy tales.

Some students will benefit from several days on the same teaching point. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching points.

### Complementary Core Methods

#### Read-Aloud

Take this opportunity to share a wide variety of fairy tales during your read-alouds. Consider multiple reads of the same text. In your first read, you are providing a foundation for the story as a whole, and your students may benefit from a read-aloud without repeated interruption. In your second read-aloud of the text, pausing to think aloud or asking for students’ thoughts allows for deeper understanding of the text. Use your knowledge of students’ interests to select texts that will inspire and excite your class. When appropriate, use your read-aloud as another chance for students to practice one or two of the following skills:

- Determining the characteristics included in fairy tales
- Identifying the elements of a fairy tale
Shared Reading

Shared reading provides a wonderful opportunity to look closely at excerpts from read-alouds for close reading. Use shared reading to reinforce the idea of reading to learn (versus learning to read). Below are some prompts you may want to use in your conversations about these texts:

- What portions of this fairy tale are magical? How do we know?
- Who are the main characters? Who are the supporting characters?
- Which characters are good? Which characters are evil? How do you know?
- What is the setting, or where does the fairy tale take place?
- What are the major events that happen?
- What new vocabulary or fairy tale language did we take away from this text? How can we use this new vocabulary?
- What lesson or message can we take away from this fairy tale?
- Let’s look for examples of strong character dialogue . . .
- Let’s look for evidence of characters’ emotions . . .
- Let’s look for examples of internal thinking . . .
- Let’s look for examples of descriptive character action . . .

Shared reading can also be a great time to specifically highlight the linking words found within a shared text and discuss how they connect ideas.

Shared Writing

Shared writing also provides an opportunity to link your work in other subject areas. Use this time to do the following:

- Compose class questions to write to authors of their favorite fairy tales.
- Rewrite the ending to a fairy tale—What happens after “happily ever after”?
- Write a class adaptation of an original fairy tale.
- Revise shared writing to link ideas together, creating more-complex sentences, words, and phrases with such additions as also, another, and, more, but.
- Revise shared writing to add interesting details such as character dialogue, descriptive character action, internal thinking, and character emotion.

Core Connections at Home

Ask students to interview family members about their favorite fairy tales. What are their memories of reading these tales? What makes these fairy tales so special? Invite families to come in and share their favorite fairy tales. This could be done on a rotating basis or in a big culminating event.

Another possibility is to provide families with a Fairy Tales Graphic Organizer, used in Writing Lesson 4 and found in Appendix 2.7, and simple directions, in order for them to write an original adaptation of a family favorite.

Have students share their final writing projects with their families during a special recognition ceremony. Ask families to write a letter to their child sharing what they learned from their presentations. Display these letters alongside students’ final stories.
The Core I.D.E.A. / Daily Reading Instruction at a Glance table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support English language learners, technology, speaking and listening, close reading opportunities, and formative (“Milestone”) assessments.

The following CORE READY READING RUBRIC is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals. Reteach and differentiate instruction as needed. See the foundational book, Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards, for more information about the Core Ready Reading and Writing Rubrics.
## Grade 2  Once Upon a Time: A New Look at Fairy Tales

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Lesson</th>
<th>Teaching Objective</th>
<th>Core Standards</th>
<th>Special Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce:</strong> notice, explore, collect, note, immerse, surround, record, share</td>
<td>1</td>
<td>Readers explore fairy tales.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.10 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL S&amp;L Close Reading Opportunity</td>
</tr>
<tr>
<td><strong>Define:</strong> name, identify, outline, clarify, select, plan</td>
<td>2</td>
<td>Readers notice specific features of fairy tales.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.10 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL Close Reading Opportunity</td>
</tr>
<tr>
<td>3</td>
<td>Readers identify key story elements in fairy tales.</td>
<td>RL.2.1 • RL.2.2 • RL.2.5 • RL.2.10 • W.2.8 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL Milestone Performance Assessment Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Readers find and figure out unfamiliar language in fairy tales.</td>
<td>RL.2.1 • RL.2.10 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.4 • L.2.6</td>
<td>ELL S&amp;L Tech Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td><strong>Extend:</strong> try, experiment, attempt, approximate, practice, explain, revise, refine</td>
<td>5</td>
<td>Readers study illustrations to aid in their comprehension.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.7 • RL.2.10 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL Close Reading Opportunity</td>
</tr>
<tr>
<td>6</td>
<td>Readers notice how characters change across a story.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.10 • W.2.8 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL Milestone Performance Assessment Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Readers determine the lesson of a fairy tale.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.10 • W.2.8 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL S&amp;L Tech Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Readers compare and contrast different versions of the same tale.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.9 • RL.2.10 • W.2.8 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL S&amp;L Milestone Assessment Close Reading Opportunity</td>
<td></td>
</tr>
<tr>
<td><strong>Assess:</strong> reflect, conclude, connect, share, recognize, respond</td>
<td>9</td>
<td>Readers engage in the oral tradition of fairy tales by performing favorite tales aloud.</td>
<td>RL.2.1 • RL.2.2 • RL.2.10 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.2 • SL.2.4 • SL.2.5 • SL.2.6 • L.2.1 • L.2.3 • L.2.6</td>
<td>ELL Close Reading Opportunity</td>
</tr>
<tr>
<td>10</td>
<td>Readers respond to the Core Questions.</td>
<td>RL.2.1 • RL.2.2 • RL.2.3 • RL.2.5 • RL.2.9 • RL.2.10 • W.2.8 • SL.2.1a • SL.2.1b • SL.2.1c • SL.2.6 • L.2.1 • L.2.2 • L.2.3 • L.2.6</td>
<td>ELL S&amp;L Milestone Assessment Close Reading Opportunity</td>
<td></td>
</tr>
</tbody>
</table>
### Core Ready Reading Rubric

**Grade 2 Once Upon a Time: A New Look at Fairy Tales**

<table>
<thead>
<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
<th>Approaching</th>
<th>Achieving</th>
<th>Exceeding</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build and demonstrate understanding of traditional literature (fairy tales)</strong> through close reading of text, citing textual evidence to support thinking and ideas.</td>
<td>Student is unable to use clues (the story elements, language common to fairy tales, and illustrations) to gain and demonstrate understanding of traditional literature (fairy tales). Consistently draws inaccurate or irrelevant conclusions. Little or no textual evidence to support thinking.</td>
<td>Student attempts to develop and demonstrate an understanding of fairy tales using clues (the story elements, language common to fairy tales, and illustrations). Some inaccuracies and irrelevant explanations may be present. Sometimes provides insufficient textual evidence to support thinking.</td>
<td>Student develops and demonstrates understanding of fairy tales by using clues (the story elements, language common to fairy tales, and illustrations). Usually draws accurate and relevant conclusions. Provides sufficient textual evidence to support thinking.</td>
<td>Student effectively uses clues (the story elements, language common to fairy tales, and illustrations) to develop and demonstrate insightful understanding of fairy tales. Provides detailed and thoughtful textual evidence to support thinking.</td>
<td>RL.2.1 RL.2.2 RL.2.3 RL.2.10 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.6</td>
</tr>
</tbody>
</table>

| **Identify and define the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson)**. | Student is unable to accurately identify and/or define the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson). Little or no textual evidence to support thinking. | Student is able to identify and define some features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson) with some scaffolding. May have inaccuracies or lack evidence. | Student successfully identifies and defines the features and elements of fairy tales with accuracy (magic, good vs. evil, problem, solution, key events, lesson). Provides sufficient textual evidence. | Student successfully identifies and defines with accuracy and depth the features and elements of fairy tales. Consistently provides detailed and relevant textual evidence. | RL.2.1 RL.2.2 RL.2.5 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.6 |

<p>| <strong>Infer the message or lesson in a fairy tale and use text evidence to defend their interpretations.</strong> | Student shows little or no evidence of inferring the message or lesson in a fairy tale. Little or no textual evidence to support thinking. | Student attempts to infer life lessons suggested by the study of character but may require significant scaffolding to name a lesson or struggle to connect lesson to relevant evidence to support thinking. | Student successfully infers logical life lessons suggested by the study of characters and provides sufficient relevant evidence to support thinking. | Student successfully infers logical life lessons suggested by the study of characters and provides specific and thoughtful supporting details to support thinking. | RL.2.1 RL.2.2 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.6 |</p>
<table>
<thead>
<tr>
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<th>Exceeding</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use strategies to determine or clarify the meaning of new words and phrases in fairy tales.</td>
<td>Student struggles to apply any strategies to determine or clarify the meaning of new words and phrases in fairy tales.</td>
<td>Student uses some strategies to determine or clarify the meaning of new words and phrases in fairy tales. May have some inaccuracies.</td>
<td>Student uses several strategies to determine or clarify the meaning of new words and phrases in fairy tales. Is consistently accurate.</td>
<td>Student uses multiple strategies to determine or clarify the meaning of new words and phrases in fairy tales. May use subtle clues to determine or clarify meaning of sophisticated words and phrases.</td>
<td>L.2.4</td>
</tr>
<tr>
<td>Use information gained from illustrations to better understand the fairy tale.</td>
<td>Student struggles to describe what is conveyed in an illustration and is unable to explain the connection to the text of the fairy tale.</td>
<td>Student attempts with some success to describe information gained about the fairy tale by looking closely at the illustrations. With some scaffolding, may explain some connections between the illustration and the text. May have some inaccuracies or lack evidence.</td>
<td>Student clearly describes information gained about the fairy tale by looking closely at illustrations. Makes connections between information in illustrations and the accompanying text. Provides accurate examples and relevant details from illustrations.</td>
<td>Student describes several insightful examples of information gained about the fairy tale by looking closely at illustrations. Provides thorough, accurate, and relevant evidence. May attend to subtle clues or elements present in illustrations and make insightful connections between the text and the illustrations.</td>
<td>RL.2.1, RL.2.7, RL.2.10</td>
</tr>
<tr>
<td>Identify and explain how and why a character changes throughout a fairy tale.</td>
<td>Student is unable to identify and explain how and why a character changes throughout a fairy tale.</td>
<td>Student identifies and explains with some success how and why a character changes throughout a fairy tale. May have some inaccuracies or lack evidence.</td>
<td>Student accurately identifies how and why a character changes throughout a fairy tale. Provides sufficient textual evidence.</td>
<td>Student consistently identifies how and why a character changes throughout a fairy tale and provides accurate and thorough textual evidence. May notice subtle or sophisticated changes or text clues.</td>
<td>RL.2.1, RL.2.3, RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6</td>
</tr>
<tr>
<td>Compare and contrast two versions of the same fairy tale to recognize similarities and differences.</td>
<td>Student struggles to identify the elements of either fairy tale. Does not demonstrate capacity to compare and contrast two versions of the same tale even with significant support.</td>
<td>Student identifies with some success the elements of two versions of the same fairy tale. Needs support to compare and contrasts two versions of the same tale. May have some inaccuracies or lack evidence.</td>
<td>Student accurately identifies the elements of two versions of the same fairy tale. Compares and contrasts two versions of the same tale with sufficient accurate examples.</td>
<td>Student accurately identifies the elements of two versions of the same fairy tale. Compares and contrasts two versions of the same tale in detail. Provides subtle or detailed textual examples.</td>
<td>RL.2.2, RL.2.9, RL.2.10, W.2.8, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.6, L.2.1, L.2.3, L.2.6</td>
</tr>
<tr>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>Student demonstrates little or no evidence of understanding key details in the text through asking and/or answering questions about the text.</td>
<td>Student demonstrates some evidence of understanding key details in the text through asking and answering questions about the text.</td>
<td>Student shows solid evidence of understanding key details in the text through asking and answering questions about the text.</td>
<td>Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions about the text and providing solid textual evidence to support thinking.</td>
<td>RL.2.1</td>
</tr>
</tbody>
</table>

Once Upon a Time: A New Look at Fairy Tales
<table>
<thead>
<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
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<th>Exceeding</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of year, read and comprehend a variety of literature texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Student shows little or no evidence of reading and comprehending texts appropriate for the grade 2-3 text complexity band.</td>
<td>Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 2-3 text complexity band.</td>
<td>Student shows solid evidence of reading and comprehending independently and proficiently texts appropriate for the grade 2-3 text complexity band. May need scaffolding at the grade 3 level.</td>
<td>Student shows solid evidence of reading and comprehending independently and proficiently complex texts above the grade 2-3 text complexity band.</td>
<td>RL.2.10</td>
</tr>
<tr>
<td>In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation.</td>
<td>Student makes little or no attempt to participate in collaborative discussions and build on others' talk by linking their comments to others. Often disregards the rules and roles of conversation even with prompting.</td>
<td>Student inconsistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation but needs frequent prompting.</td>
<td>Student usually participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation. May need some prompting.</td>
<td>Student consistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation with little or no prompting.</td>
<td>SL.2.1a, SL.2.1b</td>
</tr>
<tr>
<td>In collaborative discussions, ask questions in a manner that enhances understanding of topic.</td>
<td>Student makes little or no attempt to ask questions that enhance understanding of the topic.</td>
<td>Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting.</td>
<td>Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting.</td>
<td>Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning.</td>
<td>SL.2.1c</td>
</tr>
<tr>
<td>Speak in complete sentences when appropriate.</td>
<td>Student shows little or no evidence of speaking in complete sentences when appropriate.</td>
<td>Student shows some evidence of attempting to speak in complete sentences when appropriate.</td>
<td>Student shows solid evidence of speaking in complete sentences when appropriate.</td>
<td>Student shows exceptional evidence of speaking in complete sentences when appropriate.</td>
<td>SL.2.6</td>
</tr>
<tr>
<td>Demonstrate knowledge of standard English and its conventions.</td>
<td>Student demonstrates little or no knowledge of standard English and its conventions.</td>
<td>Student demonstrates some knowledge of standard English and its conventions.</td>
<td>Student consistently demonstrates knowledge of standard English and its conventions.</td>
<td>Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.</td>
<td>L.2.1, L.2.2, L.2.3</td>
</tr>
<tr>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
<td>Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases.</td>
<td>Student shows some evidence of acquiring and using grade-appropriate words and phrases.</td>
<td>Student shows solid evidence of acquiring and using grade-appropriate words and phrases.</td>
<td>Student shows a high level of sophistication and precision when using grade-appropriate words and phrases.</td>
<td>L.2.6</td>
</tr>
</tbody>
</table>
Reading Lesson 1

▼ Teaching Objective
Readers explore fairy tales.

▼ Standards Alignment
RL.2.1, RL.2.2, RL.2.3, RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.3, L.2.6

▼ Materials
- Charting supplies or interactive whiteboard
- A collection of related fairy tales, such as a variety of Cinderella stories
  - Cinderella by Barbara Karlin
  - Cinderella, or, The Little Glass Slipper by Marcia Brown
  - The Egyptian Cinderella by Shirley Climo
  - The Korean Cinderella by Shirley Climo
  - Prince Cinders by Babette Cole
  - Yeh Shen by Ai-Ling Louie

▼ To the Teacher
The purpose of this first reading lesson is to immerse students in the genre. We want to build students’ familiarity with the classic versions of these tales. We also want to provide students with an opportunity to interact with versions of fairy tales from other cultures as well as those that have been reimagined in interesting ways. Finally, we want to allow our students time to explore and enjoy the magic and wonder of these imaginative tales. For these reasons, you may want to extend this lesson and its related exploration of stories across more than one day.

In advance of this lesson set, you will want to put together collections of fairy tales that are related to one another. For example, a group of Cinderella tales, a group of Three Little Pigs tales, and a group of versions of Little Red Riding Hood. Please see the Choosing Core Texts section of the lesson set for examples and suggestions of texts and groupings.

ELL Frontload the Lesson—Make Connections. Try to find out if your ELLs know any stories from their home cultures that are similar to the ones you will be studying as a class. Make this connection explicit for them, so that they can already begin the process of comparing different versions of stories that is the focus of this lesson set.

▼ Procedure

Warm Up Gather the class to set the stage for today’s learning

Get your students excited about your new reading adventure.

Today we are going to begin to study a special kind of story—fairy tales. Fairy tales can take us on magical adventures and really get our imaginations going. We’re going to read classic versions of tales you may have heard before as well as exciting new versions of those same tales that will really surprise you.

Ask students to share the name of a fairy tale with which they are familiar. Keep a quick list of these titles on a chart titled “Fairy Tales We Know . . . for Now.”

ELL Frontload the Lesson—Activate Prior Knowledge. This is an excellent way to gauge your ELLs’ understanding of the concept of a fairy tales and begin to shape that understanding with examples. This forms the base from which vocabulary knowledge can develop. Your ELLs might know many fairy tales already but not be familiar with that term; they might know fairy tales from other cultures and not recognize the examples their peers are giving! Work hard to draw out their knowledge without defining “fairy tale” too much, as this is the focus of the next lesson.

Teach Model what students need to learn and do

Explain to the class that many familiar, classic versions of fairy tales have been updated and rewritten in imaginative ways. You will begin this new reading adventure by exploring sets of both classic and reimagined tales. Take a moment to ensure that your students understand the terms classic and reimagined.

ELL Identify and Communicate Content and Language
Objectives—Key Content Vocabulary. This is an excellent opportunity for you to model the use of key content vocabulary for your students.

We are going to look at a lot of different fairy tales together in this lesson set. There are a lot of fairy tales out there to read—and often you will find many versions of the same fairy tale. Take a look at all these versions of Cinderella. (Show the class a variety of Cinderella stories, such as those suggested previously in the Materials section of this lesson set.) Some of the fairy tales can be considered classic. A classic is an original version of the story as it is told here in the United States. Other cultures and other people who live in different countries may have a different version of the same story. Regardless of where it comes from, the classic version means an old or original version—the way the story has been told for many years. This version of Cinderella is a classic version of the story as we tell it here. However, there are also reimagined versions of Cinderella. These versions take the Cinderella story and make several big changes to create a new way to tell the tale. 

ELL Frontload the Lesson—Build Background. Remember that a story that is classic to you might be brand-new to your ELLs. You may want to meet with your ELLs before the whole-group lesson to familiarize them with the “classic” versions of the stories the class will study. Prince Cinders will make little sense for children who don’t know Cinderella!

Model browsing through a collection of Cinderella stories, both old and new. Look through the covers and read the titles, thinking aloud about which book represents the classic version, which represents the same tale as it is told in another country, and which represents a newer version of the classic tale. Select a new version of the tale to share with the class. For the purposes of this lesson, we have chosen Prince Cinders by Babette Cole, a twist on the Cinderella story (you can use any nonclassic version of a well-known fairy tale).

ELL Provide Comprehensible Input—Models. By watching you physically go through the process of examining versions of stories, ELLs get another point of access to the lesson focus, beyond the basic explanation of the task.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Once you have read a portion of the fairy tale, allow your students to discuss their thoughts about what they noticed about the tale. Encourage a collaborative conversation with prompts, for example:

- What has happened in this tale so far? Retell to a partner what we have read so far.
- Do you think this is a classic version of a tale, a version from another country, or a reimagined version? How do you know? What line or images from the text support your thinking?
- What do you think might happen next? Why?
- Did you like this version? Why or why not?

Holding a whole-class conversation provides a wonderful opportunity to reinforce and encourage several key speaking and listening behaviors such as listening to others with care, appropriately signaling a desire to speak, staying on topic, and building on the talk of others. (SL.2.1a, SL.2.1b)

ELL Enable Language Production—Increasing Interaction. Speaking with peers is an excellent way for ELLs to hear more models of English and to practice their own use of English. When you are forming groups, consider members who may speak an ELL’s home language so that, if needed, the group discussion could be in English and the home language.

Clarify Briefly restate today’s teaching objective and explain the practice task(s)

Explain to the class that today’s reading work is about exploring fairy tales—both classic and reimagined.

We are going to explore all sorts of fairy tales together. We’ll take another look at some classic versions and discover some new or reimagined fairy tales. Today, as you read, pay attention to the one fairy tale that captured your attention the most and think about why. At the end of our reading time today, I’d like each of you to share with a partner one fairy tale as well as your favorite part of that story.

Restate your method for exploring fairy tales. First, you browsed through a collection of books, thinking aloud about the titles while trying
to recognize classic versions, versions from other countries, and reimagined versions of classic tales. Then you chose a fairy tale that seemed interesting. Finally, you read the tale and prepared to share your thinking with a partner.

**Practice** Students work independently and/or in small groups to apply today’s teaching objective

Students independently explore collections of classic and reimagined fairy tales, grouped in sets. Once students have had ample independent reading time to explore these tales, direct them to share with a partner their favorite tale of the day. Chart and review the following questions with students, instructing partners to use them to guide their conversations:

- What happened in this tale? Retell the tale to a partner.
- Do you think this is a classic version of a tale, a version from another country, or a reimagined version? How do you know? What lines or images from the text support your thinking?
- Did you like this version? Why or why not?

Circulate and listen in to several partnerships to support their talk about fairy tales. For yourself, note if your class generally prefers the classic versions or the newer fairy tales. **ELL** Identify and Communicate Content and Language Objectives—Check for Understanding. Use this time to listen in on your ELLs’ conversations to see how they may need support for their responses. Notice where they are struggling: Are they confused about how to distinguish the different categories of stories? Is this because the language of the lesson was over their heads or because their background knowledge does not include familiarity with these stories? Or do they understand the distinctions, but lack the English to express their thoughts and reasoning? Each situation will require a different instructional response.

**Wrap Up** Check understanding as you guide students to briefly share what they have learned and produced today

Gather your class, asking students to bring the fairy tale that sparked their interest in the most exciting ways. Ask students to share their selected fairy tale with the class, as well as their answers to the questions charted for partner work.

Then finish reading aloud *Prince Cinders* (or the book you have selected) to the class.

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**Reading Lesson 2**

**Teaching Objective**

Readers notice specific features of fairy tales.

**Standards Alignment**

RL.2.1, RL.2.2, RL.2.3, RL.2.10, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.6, L.2.1, L.2.3, L.2.6

**Materials**

- Charting supplies or interactive whiteboard