

## Grade 7 Module 2: Fairy Tale Writing

### Module Overview/Essential Question

In this unit, students will explore the narrative craft of fractured fairy tales by analyzing and rewriting familiar stories from new perspectives. Through engaging mentor texts and scaffolded writing tasks, students will focus on point of view and characterization as key tools for transforming traditional tales into fresh, imaginative narratives. Students will develop their own original fractured fairy tales, working through the full writing process. They will also learn how theme, dialogue, figurative language, pacing, and grammar contribute to voice and message. The unit will include lessons on the responsible use of AI to support revision and idea generation.

Students will apply narrative techniques to produce a final published fractured fairy tale and reflect on how a shift in point of view or character development can change a story's tone, meaning, or theme.

#### Students will consider the following question:

How does point of view and characterization change a Fairy Tale?

### Assessment Plan

#### Literary Analysis (Summative #1):

Students will utilize a mentor text to identify the elements of a fairy tale, determine the point of view, identify the theme or moral, and explain how the narrator's perspective influences the reader's interpretation of characters and events. This assessment will include both multiple-choice questions and short written responses to reinforce early instruction on point of view and theme while building foundational analysis skills students will apply later in their own writing.

#### On Demand Writing (Summative #2)

Students will write a brief, timed retelling of a well-known fairy tale scene from a new character's point of view. The piece should include character voice, dialogue, figurative language, and grammar accuracy. This midpoint task checks that students are ready to draft their full stories and allows them to demonstrate their narrative voice and technique in a focused setting.

#### Cumulative Writing Task (Summative #3)

Students will complete a fully developed fractured fairy tale that reflects an intentional shift in point of view, strong character development, a clear theme or moral, and evidence of pacing, dialogue, figurative language, and grammar. They will also write a brief reflection explaining how their choices around POV and characterization shaped the story, synthesizing everything learned throughout the unit.

#### Vocabulary Assessments

Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. This will be assessed in the on demand and literary analysis summative assignments as students will have to apply their knowledge of relevant vocabulary to be able to complete the tasks. Students

	will also be assessed on vocabulary as formative assessments and exit/entrance tickets.
Texts	Suggested Student Understandings
<p><b>Required Texts:</b>  Novel (Literary)</p> <ul style="list-style-type: none"> <li>■ <i>Red: The (Fairly) True Tale of Red Riding Hood</i>, Liesl Shurtliff</li> <li>■ <i>The Wolf's Story: What Really Happened to Little Red Riding Hood</i>, Toby Forward</li> <li>■ <i>Little Red Riding Hood, Little Golden Book</i>, Rebecca Heller</li> </ul> <p><b>SUPPLEMENTARY TEXTS</b></p> <p>Text</p> <ul style="list-style-type: none"> <li>● <i>Canterbury Tales</i>, Geoffery Chaucer</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>■ <a href="#">Protagonist Vs. Antagonist</a></li> <li>■ <a href="#">Theme</a></li> </ul>	<ul style="list-style-type: none"> <li>■ Students will understand how point of view (first-person, third-person limited, third-person omniscient) influences how a story is told, how characters are portrayed, and how the reader interprets events.</li> <li>■ Students will understand the difference between theme and moral and how both can shape the message and tone of a story.</li> <li>■ Students will understand how to create well-developed characters using dialogue, inner thoughts, figurative language, and description, and how character decisions can influence a story's theme and tone.</li> <li>■ Students will understand the common elements and structure of traditional and fractured fairy tales, including character roles, plot structure, and expected conventions.</li> <li>■ Students will understand how word choice, sentence structure, and perspective contribute to a story's voice and tone.</li> <li>■ Students will understand how to use dialogue and pacing techniques to develop character relationships and move the story forward effectively.</li> <li>■ Students will understand how to plan, draft, revise, and edit their writing using both peer feedback and teacher input.</li> <li>■ Students will understand and apply 7th grade grammar standards, including correct use of pronouns, punctuation, and sentence variety, particularly within narrative writing.</li> <li>■ Students will understand how to use AI tools (e.g., Magic School) to support revision, grammar checks, and brainstorming ethically—without replacing their original voice or ideas.</li> <li>■ Students will understand that shifting perspectives and reimagining traditional stories requires creativity, voice, and the courage to revise with intention.</li> </ul>
Writing Tasks	
<b>Writing Activities</b>	<b>Cumulative Writing Task</b>

- Various exit tickets- Ex. Explain how a character in a mentor text shows character traits.
- Various practice exercises- Ex. Retell a story from a different Point of View. Change the story from 3rd person to 1st person point of view.
- On Demand Writing piece- Students will create a writing piece within one class period in which they utilize characterization, knowledge of morals, and foundational grammar skills.
- Various exit tickets- Ex. Think about a book you have enjoyed reading or are currently reading. What about the author's style do you enjoy?
- Various practice exercises- Ex. slow down and speed up a scene via writing, Dialogue practice

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### New Jersey Student Learning Standards for English Language Arts

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
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- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - C. Analyze the impact of a specific word choice on meaning and tone.
  - D. Consult 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 or its part of speech.
  - E. 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.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● White Board Response</li> <li>● Cooperative Learning Strategies</li> <li>● Comprehension Strategies</li> <li>● Popcorn Reading</li> <li>● Teacher Modeling</li> </ul>	<p><b><i>Accommodations:</i></b></p> <ul style="list-style-type: none"> <li>● Extended Time for assignments</li> <li>● Re-teaching material</li> <li>● Small group conferences/ skills review</li> <li>● Individual writing conferences</li> <li>● Homogeneous grouping</li> </ul>

<ul style="list-style-type: none"><li>● Sentence Stems</li><li>● Pre-teach Vocabulary</li></ul>		<ul style="list-style-type: none"><li>● Present information in various formats</li><li>● Graphic organizers for written assignments</li><li>● Modeling/Examples of fluency and expectations of assignments</li><li>● Redirection</li><li>● Break down reading and writing tasks into smaller chunks</li></ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"><li>● Modify amount of work required</li><li>● Offer multiple forms of assessment</li><li>● Differentiate assignments</li><li>● Allow extended time to complete assignments</li></ul> <p><b>Gifted and Talented/Academically Talented:</b></p> <ul style="list-style-type: none"><li>● Encourage students to explore concepts in depth and encourage independent studies of investigations</li><li>● Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.</li><li>● Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.</li><li>● Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li><li>● Allow students to move more quickly through the material.</li></ul>			
Interdisciplinary Connections & Career Ready Practices		Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<b>Mathematics:</b> <b>Visual and Performing Arts:</b> 1.5.8.Cr1a, 1.4.8.Pr6a, 1.5.8.Re7a <b>Health/PE:</b> <b>World Languages:</b> <b>Social Studies:</b> 6.3.8.CivicsPR.4, 6.1.8.CivicsDP.1.a <b>Science:</b> <b>Technology:</b> 8.1.8.DA.6, 8.1.8.IC.1, 8.2.8.ED.1 <b>Career Ready Practices:</b>	Substitution: Students type their final stories using a word processor (e.g., Google Docs) instead of handwriting them.  Grammar and spell-check tools are used in place of a red pen or peer editing checklist.  Augmentation: Students use Magic School AI to highlight unclear sentences or revise awkward phrasing, improving their self-	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input type="checkbox"/> Economic and Government Influences  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i>	<b>Tier 1</b>	<i>N/A</i>	
			<b>Tier 2</b>	<b>Academic Vocabulary</b> words not in general use, not content specific and appear far more in written texts than in speech  <b>Examples in this Unit:</b> Theme, Moral, Point of View, Fairy Tale, Character traits, etc. <b>Examples for Teaching:</b>	

9.1.8.CAP.2, 9.4.8.CI.1, 9.4.8.IML.6, 9.4.8.TL.2	<p>editing process.</p> <p>Voice-to-text tools are available for students with writing challenges or language support needs, increasing accessibility.</p> <p>Google Docs commenting is used for peer feedback with structured sentence starters.</p> <p>Modification/Redefinition: Students participate in peer editing using real-time collaboration in Google Docs, allowing them to see and respond to feedback live.</p> <p>Students complete a digital storyboard or plot map using apps like Canva or Jamboard to visually plan pacing and POV structure.</p> <p>AI-powered tools support revision by offering sentence rewording suggestions, which students evaluate critically to preserve voice and intent.</p>	<p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Global and Cultural Awareness</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>		<ul style="list-style-type: none"> <li>Introduce words during or after text</li> <li>Student friendly definitions</li> </ul>
			<b>Tier 3</b>	<p><b><i>Domain-Specific Vocabulary</i></b></p> <ul style="list-style-type: none"> <li>words related to a specific content or field of study</li> <li>students are likely to encounter in the future</li> </ul> <p><b><i>Examples in this Unit</i></b></p> <ul style="list-style-type: none"> <li>Antagonist, Protagonist, Static vs. Dynamic Characters, Dialogue, Pacing, etc.</li> </ul> <p><b><i>Examples for Teaching:</i></b></p> <ul style="list-style-type: none"> <li>Contextualize the words</li> <li>Mental Models</li> </ul>

### Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1-5	<ul style="list-style-type: none"> <li><i>Little Red Riding Hood, Little Golden Book, Rebecca Heller</i></li> </ul>	<p><b>Weekly Overview:</b> Students will begin by reviewing the structure and common elements of traditional fairy tales. Through direct instruction and mentor text analysis, students will explore narrative point of view and theme/moral as literary tools. They will examine how shifting point of view and character voice alters the tone and message of a story.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>Fairy Tale Genre</li> <li>Moral/ Theme</li> <li>Character traits</li> </ul>

		<ul style="list-style-type: none"> <li>Types of Characters</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will identify traditional fairy tale structure and character roles.</li> <li>Students will understand first- and third-person POV and how they affect the reader's understanding.</li> <li>Students will differentiate between theme and moral, and identify both in a story.</li> <li>Students will recognize how a change in narrator or tone can alter the message of a story.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Anchor chart: Fairy Tale Elements vs. Fractured Fairy Tale traits</li> <li>Direct Instruction: Point of View – with modeled examples (I, he, narrator omniscience)</li> <li>POV Sorting Activity: Match excerpts to POV type</li> <li>Mentor Text Analysis: Compare <i>Little Red</i> for POV and theme\</li> <li>Exit Ticket: Identify POV and theme in a short passage</li> <li><b>Summative #1</b></li> </ul>
6-9	<ul style="list-style-type: none"> <li>■ <i>-Red: The (Fairly) True Tale of Red Riding Hood, Liesl Shurtliff</i></li> <li>■ <i>The Wolf's Story: What Really Happened to Little Red Riding Hood, Toby Forward</i></li> <li>■ <i>Little Red Riding Hood, Little Golden Book, Rebecca Heller</i></li> </ul>	<p><b>Weekly Overview:</b> Students will explore character development through voice, dialogue, and figurative language. They will build original characters for their end of module summative. Grammar instruction will support pronoun clarity, verb tense, and sentence fluency. Students will write a POV-focused scene to demonstrate voice and grammar control.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Grammar</li> <li>Dialogue formatting</li> <li>Internal monologue</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will develop character voice through tone, diction, and inner thoughts.</li> <li>Students will apply figurative language and dialogue to reveal character traits.</li> <li>Students will use proper grammar and consistent POV in narrative writing.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Character Sketch: Create your fractured fairy tale protagonist or narrator</li> <li>Figurative Language Mini-Lessons + scavenger hunt in <i>Red</i></li> <li>Dialogue formatting &amp; internal monologue practice</li> <li>Draft a short narrative scene from your original character's POV</li> <li><b>Summative #2</b></li> </ul>

10-13	<ul style="list-style-type: none"> <li>■ <i>Red: The (Fairly) True Tale of Red Riding Hood, Liesl Shurtliff</i></li> <li>■ <i>The Wolf's Story: What Really Happened to Little Red Riding Hood, Toby Forward</i></li> <li>■ <i>Little Red Riding Hood, Little Golden Book, Rebecca Heller</i></li> </ul> <p><i>Teacher Exemplar</i></p>	<p><b>Weekly Overview:</b> Students will begin the writing process for their fractured fairy tale by mapping out plot, theme, and pacing. Using their chosen POV and character, they will apply planning strategies and write multiple scenes. Emphasis will be placed on making intentional choices with structure, tone, and theme development.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>• Story planning</li> <li>• Pacing techniques</li> <li>• Theme weaving</li> <li>• Drafting</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will organize plot events to build tension and resolution.</li> <li>• Students will use pacing strategies to emphasize key moments.</li> <li>• Students will connect character conflict and decisions to theme development.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Plot outline: traditional vs. fractured plot progression</li> <li>• “Scene Sketching” to slow down climax moments or build suspense</li> <li>• Draft: Beginning, middle, and rising conflict</li> <li>• Peer conferencing: Using “glows and grows” feedback frames</li> <li>• Teacher check-in for midpoint drafts</li> </ul>
14-16	<p><i>Teacher Exemplar</i></p>	<p><b>Weekly Overview:</b> Students will revise and polish their fractured fairy tales. Focus will be placed on editing for consistent POV, grammar, figurative language, and transitions. Final stories will be published or shared with peers. Students will reflect on how their choices in their writing affected their story.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>• Revision and editing strategies</li> <li>• Grammar &amp; mechanics</li> <li>• Publishing</li> <li>• Reflection on theme and voice</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will revise writing for clarity, consistency, and tone.</li> <li>• Students will edit for grammar, punctuation, and sentence variety.</li> <li>• Students will reflect on the impact of their POV and characterization choices.</li> <li>• Students will understand how to use AI ethically to support revision and polish their writing.</li> </ul>

		<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"><li>• Revision Workshop: Using peer feedback and teacher guidance</li><li>• AI Check: Editing for tone, transitions, grammar</li><li>• Final Draft Polish: Title creation, formatting, and final read-through</li><li>• <b>Summative #3</b></li></ul>
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