

- 5.2 The student will use effective nonverbal communication skills.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- 5.5 The student will read and demonstrate comprehension of fiction.
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

SECOND NINE WEEKS

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Tall Tale		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate appropriate eye contact with listeners • use acceptable posture according to the setting and the audience • use dramatic gestures to support, accentuate, or dramatize the message • use appropriate facial expressions to support, accentuate, or dramatize presentations. • use context to infer the correct meanings of unfamiliar words • read familiar text with fluency, accuracy, and expression <ul style="list-style-type: none"> • understand that characters are developed by <ul style="list-style-type: none"> ◦ what is directly stated in the text ◦ their speech and actions ◦ what other characters in the story say or think about them • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a problem that usually gets resolved • identify the problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • discuss the similarities and differences between a text and previously read materials 	<p>Reading</p>	<p>Summarize Strategy</p> <ul style="list-style-type: none"> ➢ Think about the main ideas or the important parts of the selection. ➢ Tell in your own words the important things you have read. <p>Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</p> <p>Writers craft: word choice and description (use of similes) that exaggerate and create pictures, use of understatement, use of repetition of a phrase, purpose for including specific details and events</p> <p>Purpose: to entertain (is humorous) but usually makes some serious comment</p> <p>Tall Tale map/organizer: Exaggerated character traits, setting, and plot events; Realistic details of setting and actions</p>	<p>Comprehension Skills</p> <ul style="list-style-type: none"> • make predictions • making inferences • drawing conclusions about characters • noting details. making judgments, • visualizing • distinguishing realistic from fantastic • connecting and comparing with other tall tales and with other traditional tales, e.g., fairy tales <p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
<ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan, and organize thoughts before writing • purposefully shape and control language to demonstrate an awareness of the intended audience • select specific information to guide readers more purposefully through the piece • choose precise descriptive vocabulary and information to create tone and voice • clarify writing when revising • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>. ◦ commas ◦ quotation marks • use adverb comparisons, such as <i>fast, faster, fastest</i> • use adjective comparisons, such as <i>big, bigger, biggest</i> • use adverbs instead of adjectives where appropriate, e.g., "He played <i>really</i> well." instead of "He played <i>real</i> well." • use plural possessives, e.g., "The <i>books'</i> covers are torn." • avoid fragments • avoid run-ons, e.g., "<i>I opened the door, the dog went out.</i>" • avoid excessive coordination, e.g., "<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>" • use available technology to gather information and aid in writing. 	<p>Tall Tale Concepts</p>	<ul style="list-style-type: none"> • Part of oral tradition (passed down from one generation to the next through oral storyteller) and eventually written and rewritten for modern-day audiences • Some tall tales explain how natural phenomenon or event came about • Typically set in the American frontier • Exaggerated events, far-fetched • Exaggerated characters (sometimes referred to as "larger-than-life"): developed by what the character says, how other characters describe, what the narrator/storyteller describes and says • In written form, narrator is the storyteller • Fantastic story • Central character often seen as hero or heroine • Humor created through silly descriptions, funny series of events, exaggeration, odd coincidences, nonsensical conversations • Traditional tall tale form is used by authors to create original stories. 	
	<p>Writing: Tall Tale</p>	<p>Tall Tale format</p> <ul style="list-style-type: none"> ➢ A story with exaggerated actions or events ➢ Includes characters, setting, and plot ➢ Includes enough details about realistic places, things, and activities to seem grounded in reality ➢ May feature a larger-than-life main character whose abilities, character traits, or deeds are exaggerated ➢ Uses exaggeration to bring humor to the story <p>Writing Process</p> <ul style="list-style-type: none"> ➢ Prewriting/ Planning: Review of Tall Tale characteristics/format ➢ Drafting/Composing: Plan organizer with Tall Tale characteristics ➢ Revising/Written Expression: Use exact nouns to create exaggeration ➢ Proofreading/Edtion: Use checklist and proofreading marks ➢ Publishing: Share from author's chair; make as picture book 	