

- 3.1 The student will use effective communication skills in group activities.
- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- 3.5 The student will read and demonstrate comprehension of fiction.

**FOURTH NINE WEEKS**  
When printing, scale to letter-size paper.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Legend		
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• engage in taking turns in conversations by supporting opinions with appropriate ideas, examples, and details</li> <li>• deliver oral presentations in an engaging manner that maintains audience interest by varying tone, pitch, and volume to convey meaning and speaking at an understandable rate</li> <li>• use surface features of text to make meaning from text by                             <ul style="list-style-type: none"> <li>◦ applying phonetic strategies</li> <li>◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession</li> <li>◦ applying knowledge of simple and compound sentence structures</li> <li>◦ knowing when meaning breaks down and then rereading to self-correct</li> </ul> </li> <li>• apply understanding of text structure to guide reading by                             <ul style="list-style-type: none"> <li>◦ making predictions based on knowledge of literary forms, such as legend</li> </ul> </li> <li>• apply understanding of language structure to make meaning from text by                             <ul style="list-style-type: none"> <li>◦ using signal words of time sequence, such as <i>first, second, next, later, after,</i> and <i>finally</i></li> <li>◦ using signal words of compare-contrast, such as <i>like, unlike, different,</i> and <i>same</i></li> <li>◦ using signal words of cause-effect, such as <i>because, if...then, when...then</i></li> <li>◦ using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like <i>he said</i> and <i>she exclaimed</i></li> </ul> </li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Predict/Infer</b> <ul style="list-style-type: none"> <li>➢ Think about the title, the illustrations, and what you have read so far.</li> <li>➢ Tell what you think will happen next or what you will learn.</li> <li>➢ Try to figure out things that the author does not say directly.</li> </ul> </li> <li>• <b>Fluency:</b> phrasing, attending to punctuation, expression, tone of voice and emphasis</li> <li>• <b>Writer’s craft:</b> purpose for choosing to begin the story a certain way, including specific, descriptive details; including dialogue (how, when, and why characters say something)</li> <li>• <b>Comparison/Contrast Graphic Organizer:</b> characters and purpose in several the myths; similarities and differences among trickster tales, fairy tales and myths</li> <li>• <b>Web/Bubble Map:</b> details that tell what the character is like</li> </ul>	<p style="text-align: center;"><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>• Look carefully at the word.</li> <li>• Look for word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.</li> <li>• Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>• If not, ask yourself: What else can I try?</li> </ul>
<ul style="list-style-type: none"> <li>• read familiar fiction with fluency and accuracy</li> <li>• make a variety of connections with the text, such as                             <ul style="list-style-type: none"> <li>◦ connections between their own personal experiences and what is happening in the text</li> <li>◦ connections between the text they are reading and other texts they have read</li> </ul> </li> <li>• gain meaning before, during, and after reading by                             <ul style="list-style-type: none"> <li>◦ asking and answering questions to clarify meaning</li> <li>◦ understanding that sometimes two or more pieces of information need to be put together to answer a question</li> <li>◦ understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge</li> <li>◦ understanding the basic plots of fairy tales, myths, folktales, legends, and fables</li> </ul> </li> <li>• identify the author’s purpose</li> <li>• apply knowledge of characterization by                             <ul style="list-style-type: none"> <li>◦ identifying a character’s attributes (traits)</li> <li>◦ determine what a character is like by studying what the character says and does and what the character says to other characters</li> <li>◦ using evidence from the text to support generalizations about the character</li> <li>◦ identifying how the attributes of one character are similar to or different from those of another character</li> </ul> </li> <li>• identify a character’s goal, problem, or purpose.</li> <li>• support with specific details generalizations about characters from a selection</li> <li>• compare two characters within a selection or between/among two or more selections</li> <li>• draw conclusion about a character and/or the plot from a selection</li> <li>• compare and contrast settings, characters, and events</li> <li>• organize information or events into time line or graphic organizer</li> </ul>	<b>Legend Concepts</b>	<ul style="list-style-type: none"> <li>• Story about a person who probably existed but whose actions have been exaggerated. Humans are the central characters in legends.</li> <li>• People have been telling the story for a long time. Legends may be written now, but they started as tales that were told to entertain, teach about important historical figures, or teach values/character.</li> <li>• Legends reflect the values and beliefs of the people who tell them: one purpose of a legend is to maintain and reinforce beliefs and ideas of a particular culture.</li> <li>• Legendary figures in the United States include Johnny Appleseed, John Henry, Pecos Bill, Paul Bunyan</li> <li>• Historical legendary figures include George Washington and Abraham Lincoln.</li> <li>• Legends mix fact and fantasy. For example George Washington is a real person; the legend about him chopping down the cherry tree is not fact. It is a story told to exemplify his honesty and model honesty for children. Likewise, many stories are told to exemplify Lincoln’s honesty--Honest Abe. The stories are probably based in fact but exaggerate his actions.</li> <li>• A legend is set geographically and is representative of the people and their values. <u>Johnny Appleseed</u> planted apple trees in the Ohio River valley and was part of the movement of Americans into the Midwest; <u>Paul Bunyan</u> (with blue ox named Babe) was a lumberjack and part of the American North Woods (figure originated in France, traveled to Canada, and moved south to the U.S.); <u>Pecos Bill</u> was a cowboy hero of the Pecos River region of Texas who personifies Western ruggedness—raised by coyotes; John Henry’s extraordinary strength and determination enabled him to compete against steam hammers to build the railroad West—he won the race, but lost his life.</li> <li>• The story/plot revolves around the central figure. His actions exemplify a value (honesty) of the culture or an event (westward expansion) in the culture.</li> <li>• The reader determines what the character is like through words used in the story to describe the character and by what the character says or does. Because actions are typically exaggerated, the reader should easily be able to identify a value exemplified by a character.</li> <li>• Readers must use their imaginations to picture the story.</li> </ul>	

