

- 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	Fairy Tale				
<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 text form types, such as narrative, informational, graphic, and functional</li> <li>◦ making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography</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, and finally</i></li> <li>◦ using signal words of compare-contrast, such as <i>like, unlike, different, and 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> <li>• read familiar fiction and nonfiction 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>◦ 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>• problem, the character's goal, and what the character says to other characters</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.</li> </ul> <p><b>See next page for writing Essential Knowledge, Skills, and Processes</b></p>	<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• <b>Monitor/Clarify</b> <ul style="list-style-type: none"> <li>➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.</li> <li>➢ If you don't understand something, reread, read ahead, or use the illustrations.</li> </ul> </li> <li>• <b>Fluency:</b> Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</li> <li>• <b>Writer's craft:</b> why the author includes specific details; use of synonyms or related words in place of repeating the same word over and over</li> <li>• <b>Fairy Tale comparison organizer:</b> characters, setting, beginning, middle, end</li> </ul>	<p style="text-align: center;"><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• making predictions</li> <li>• predicting outcomes</li> <li>• noting details</li> <li>• identifying cause and effect</li> <li>• making inferences</li> <li>• identifying cause and effect</li> <li>• visualizing</li> <li>• drawing conclusions</li> <li>• making judgments</li> </ul>	<p style="text-align: center;"><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>• comparing/contrasting fairy tales: characters, problems, solutions</li> <li>• paying attention to time words in order to understand sequence of events</li> <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>	
		<p><b>Fairy Tale Concepts</b></p>	<ul style="list-style-type: none"> <li>• A type of folktale (stories that were first told by common people of a region and passed down from one generation to the next). Fairy tales are hundreds of years old</li> <li>• Setting is long ago and far away</li> <li>• Characters are fairies (tiny imaginary beings in human form who have magical powers) or other make-believe characters (e.g., trolls, giants, dragon), often with special powers; usually a hero (male) or heroine (female) character with a problem to solve</li> <li>• Some events are fantasy and could never happen; ending is always happy for the main character</li> <li>• Main character has a problem to overcome; often has a magical helper to solve the problem; helper may set rules for the main character to follow—if rules are broken, things will not go as the main character hopes</li> </ul>		
		<p><b>Writing: Fairy Tale</b></p>	<ul style="list-style-type: none"> <li>• <b>Fairy Tale plot</b> (Authors can use the "formula" for writing a fairy tale and create original stories.)                             <ul style="list-style-type: none"> <li>➢ Set long-ago and faraway</li> <li>➢ Main character with a problem to overcome.</li> <li>➢ Main character helped by make-believe character with magical powers (may set some rules)</li> <li>➢ Happy ending for the main character</li> </ul> </li> <li>• <b>Writing Process</b> Original tale or original version of Cinderella tale                             <ul style="list-style-type: none"> <li>➢ <b>Prewriting/ Planning:</b> Use a story planner to think identify human characters, make-believe character(s) and their special powers, setting (place and time), problem, and plot (beginning, middle, end)</li> <li>➢ <b>Drafting/Composing:</b> Tell story to a partner and the write</li> <li>➢ <b>Revising/Written Expression:</b> Vary sentence beginnings; using exact verbs to create a picture; using similes</li> <li>➢ <b>Proofreading/Editing:</b> Use checklist and proofreading marks</li> <li>➢ <b>Publishing:</b> Share from author's chair; illustrate and make as picture book</li> </ul> </li> </ul>		

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.  
 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		Fairy Tale
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.</li> <li>• generate ideas and plan writing by                             <ul style="list-style-type: none"> <li>◦ using ideas from class brainstorming activities</li> <li>◦ making lists of information</li> <li>◦ talking to classmates about what to write</li> <li>◦ reading texts by peer and professional authors</li> <li>◦ using a cluster diagram, story map, or other graphic organizer</li> </ul> </li> <li>• focus on a central topic and group related ideas</li> <li>• select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event</li> <li>• use examples from their reading as models to imitate in their writing</li> <li>• create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence</li> <li>• select information that the audience will find interesting or entertaining</li> <li>• use examples from their reading as models to imitate in their writing</li> <li>• follow the organization of particular forms of writing for stories – beginning, middle, and end</li>   <li>• use complete sentences</li> <li>• use past and present verb tenses</li> <li>• use singular possessives</li> <li>• use correct spelling for frequently used words, including irregular plurals, e.g., <i>men, children.</i></li> </ul>	<p>Writing: Fairy Tale</p>	<ul style="list-style-type: none"> <li>• <b>Fairy Tale plot</b> (Authors can use the “formula” for writing a fairy tale and create original stories.)                             <ul style="list-style-type: none"> <li>➢ Set long-ago and faraway</li> <li>➢ Main character with a problem to overcome.</li> <li>➢ Main character helped by make-believe character with magical powers (may set some rules)</li> <li>➢ Happy ending for the main character</li> </ul> </li>   <li>• <b>Writing Process</b> Original tale or original version of Cinderella tale                             <ul style="list-style-type: none"> <li>➢ <b>Prewriting/ Planning:</b> use a story planner to think identify human characters, make-believe character(s) and their special powers, setting (place and time), problem, and plot (beginning, middle, end)</li>   <li>➢ <b>Drafting/Composing:</b> tell story to a partner and the write</li>   <li>➢ <b>Revising/Written Expression:</b> Varying sentence beginnings; using exact verbs to create a picture; using similes</li> <li>➢ <b>Proofreading/Revision:</b> Using checklist and proofreading marks</li>   <li>➢ <b>Publishing:</b> author’s chair, illustrate and make as picture book</li> </ul> </li> </ul>