

- 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.

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

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Trickster 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>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> Model reading (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> identify trickster, who was tricked, what trick was in several tales</li> <li>• <b>Web/Bubble Map:</b> details that tell what the character is like</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• determining cause and effect</li> <li>• predicting outcomes</li> <li>• drawing conclusions about characters</li> <li>• making inferences</li> <li>• comparing/contrasting characters and events across tales</li> <li>• noting details</li> <li>• making generalizations</li> <li>• visualizing</li> <li>• making judgments</li> </ul>	<p><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>
	<p><b>Trickster Tale Concepts</b></p>	<ul style="list-style-type: none"> <li>• Story that people have been telling for a long time; passed from parents to children who then tell it to their children</li> <li>• Folktales are told in many different groups of people .e.g., Africans, Native Americans; trickster tale is one kind of folktale</li> <li>• Authors eventually retell the story in writing</li> <li>• Purpose is to entertain or teach a lesson</li> <li>• Story has setting (usually outdoors), characters, and a problem to be solved; the events that take place result as characters try to solve the problem (tales have lots of action); problem is often solved with a trick</li> <li>• Characters are funny and are often animals, but they act like people; trickster character is a clever animal or person who plays tricks, pranks, or tries to fool other characters, often because the trickster character is greedy or boastful; sometimes the trickster is out tricked by another character; characters have exaggerated traits/characteristics/qualities that are clear through what the character says, does, and how he/she is described (may also be evident in illustrations)</li> <li>• Reader determines what the character is like through words used in the story to describe the character, what the character says or does</li> </ul>		
	<p><b>Writing: Trickster Tale</b></p>	<ul style="list-style-type: none"> <li>• <b>Trickster tale form is used by authors to create original stories</b></li> <li>• <b>Writing Process</b> <ul style="list-style-type: none"> <li>➢ <b>Prewriting/ Planning:</b> Use a story map to plan characters (people or animals with human characteristics), setting, problem, trick and how the trick solves the problem</li> <li>➢ <b>Drafting/Composing:</b> Tell story to a partner; write the tale, keeping events of the plot quick and simple</li> <li>➢ <b>Revising/Written Expression:</b> Find places where you can add dialogue to the story; see if a funny twist can be added at the end of the story</li> <li>➢ <b>Proofreading/Edtion:</b> Use checklist and proofreading marks</li> <li>➢ <b>Publishing:</b> Read from author's chair; illustrate and make 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.

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<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>• 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> </ul> <ul style="list-style-type: none"> <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: Trickster Tale</p>	<ul style="list-style-type: none"> <li>• Trickster tale form is used by authors to create original stories</li> <li>• <b>Writing Process</b> <ul style="list-style-type: none"> <li>➤ <b>Prewriting/ Planning:</b> Use a story map to plan characters (people or animals with human characteristics), setting, problem, trick and how the trick solves the problem</li> <li>➤ <b>Drafting/Composing:</b> Tell story to a partner; write the tale, keeping events of the plot quick and simple</li> <li>➤ <b>Revising/Written Expression:</b> Find places where you can add dialogue to the story; see if a funny twist can be added at the end of the story</li> <li>➤ <b>Proofreading/Revision:</b> Use checklist and proofreading marks</li> <li>➤ <b>Publishing:</b> Read from Author’s chair, illustrate and make picture book</li> </ul> </li> </ul>