

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		Folktale		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in a variety of oral language activities, such as<ul style="list-style-type: none">listening to stories and poems read aloud dailyparticipating in discussions about stories and poemstalking about words and their meanings as they are encountered in stories, poems, and conversationsgiving reactions to stories and poemstell and retell stories and events in logical order by<ul style="list-style-type: none">retelling stories orally and through informal dramacreating their own stories, poems, plays, and songsindicating first, next, and last events in a storyask and respond to relevant questions in group settingsexpress themselves in complete sentenceslearn and use new words encountered in discussions and in books that are read aloudretell stories and events, using beginning, middle, and endextend the story orally or with drawings <ul style="list-style-type: none">demonstrate concepts of print and spoken word by<ul style="list-style-type: none">tracking print from left to right and top to bottomfollowing print from one line to the next line (return sweep)matching spoken words to printuse prior knowledge to interpret picturesuse titles and pictures to make predictions about textuse pictures to confirm vocabulary choiceuse knowledge of the story or topic to make predictions about vocabulary and textnotice when words or sentences do not make sense in contextuse intonation, pauses, and emphasis that signal the structure of the sentence when readinguse clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their readingreread to confirm vocabulary choicereread and self-correct when text does not make sense.engage in reading-aloud activities voluntarilyuse expression and intonation to convey meaning when reading aloud <ul style="list-style-type: none">choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selectiondraw on prior knowledge to make predictions before and during readinguse knowledge from their own experience to make sense of and talk about a text <ul style="list-style-type: none">use previous experiences to generate ideasparticipate in teacher-directed brainstorming activitiesspell high-frequency sight words and phonetically regular words correctly in final copiessound out words in order to spell them phoneticallyuse print resources in the classroom in order to spell wordsuse correct end punctuationbegin each sentence with a capital letterdistinguish draft writing from final-product writingshare their writing with others.	Reading	<ul style="list-style-type: none">Summarize Strategy (not a target in the Houghton Mifflin series, but is an appropriate strategy to apply)<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.Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)	Comprehension Skills <ul style="list-style-type: none">determining cause and effectsequencing eventsdrawing conclusions about charactersproblem solvingcomparing and contrasting charactersnoting details.make predictionsmaking generalizationsproblem solving	Phonics/Decoding Strategy <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?
	Folktale Concepts	<ul style="list-style-type: none">Story that people have been telling for a long time; passed from parents to children who then tell it to their childrenFolktales are told in many different groups of people, e.g., Africans, Native AmericansAuthors eventually retell the story in writingCharacters are often animals, but they act like people (List by character the human characteristics he/she exhibits in the tale)Sometimes a character learns an important lesson through the experiences of the storyOne kind of folktale character is called the trickster (a clever character who outwits, or tricks others and teaches them a lesson)Determining what a character is like: words used in story to describe the character, what the character says or does (Build a web/bubble map that gives details that tell what a character is like)		
	Writing: Folktale	<ul style="list-style-type: none">Traditional folktale form is used by authors to create original stories.Writing Process (may be Shared or Independent writing activity)<ul style="list-style-type: none">➤ Prewriting/ Planning: Brainstorm/collect a list of lessons that could be taught through a folktale; plan characters and who will learn the lesson➤ Drafting/Composing: Use a story map to plan the events and their order; Tell the story to a partner; write the tale➤ Revising/Written Expression: Find places where you can add dialogue to the story; see if a funny twist can be added at the end of the story➤ Proofreading/Edition: Use checklist and proofreading marks➤ Publishing: Share from author’s chair; create student book		