

- 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.

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

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Fable		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • engage in taking turns in conversations by supporting opinions with appropriate ideas, examples, and details • 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 • use surface features of text to make meaning from text by <ul style="list-style-type: none"> ◦ applying phonetic strategies ◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession ◦ applying knowledge of simple and compound sentence structures ◦ knowing when meaning breaks down and then rereading to self-correct • apply understanding of text structure to guide reading by <ul style="list-style-type: none"> ◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional ◦ making predictions based on knowledge of literary forms, such as myth, fable, biography, and autobiography • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◦ using signal words of time sequence, such as <i>first, second, next, later, after,</i> and <i>finally</i> ◦ using signal words of compare-contrast, such as <i>like, unlike, different,</i> and <i>same</i> ◦ using signal words of cause-effect, such as <i>because, if...then, when...then</i> ◦ 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> • read familiar fiction with fluency and accuracy • make a variety of connections with the text, such as <ul style="list-style-type: none"> ◦ connections between their own personal experiences and what is happening in the text ◦ connections between the text they are reading and other texts they have read • gain meaning before, during, and after reading by <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question ◦ understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge ◦ understanding the basic plots of fairy tales, myths, folktales, legends, and fables • identify the author's purpose • apply knowledge of characterization by <ul style="list-style-type: none"> ◦ identifying a character's attributes (traits) by what s/he says and does ◦ using evidence from the text to support generalizations about the character ◦ identifying how the attributes of one character are similar to or different from those of another character • identify a character's problem and how he solves it • support with specific details generalizations about characters from a selection • compare two characters within a selection or between/among two or more selections • draw conclusion about a character and/or the plot from a selection • compare and contrast settings, characters, and events • organize information or events in time lines and graphic organizers. 	<p>Reading</p>	<ul style="list-style-type: none"> • Predict/Infer <ul style="list-style-type: none"> ➢ Think about the title, the illustrations, and what you have read so far. ➢ Tell what you think will happen next or what you will learn. ➢ Try to figure out things that the author does not say directly. • Fluency: phrasing, attending to punctuation, expression, tone of voice and emphasis • Writer's craft: purpose for choosing to begin the story a certain way, including specific, descriptive details; including dialogue (how, when, and why characters say something) • Comparison/Contrast Graphic Organizer: characters and purpose in several the legend; similarities and differences among trickster tales, fairy tales, myths, legends • Web/Bubble Map: details that tell what the character is like 	<p style="text-align: center;">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?
	<p>Fable Concepts</p>	<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 children. • Eventually the story is put in writing. • The most famous fables are those recorded by Aesop • Short story that teaches a lesson about human nature; usually ends with an explicit statement that sums up the lesson that the story demonstrates: moral/statement of practical wisdom. • Purpose to teach the values of the culture; teach children how to behave. • Setting is generally outside. However, author is not interested in placing the animal in its habitat • Characters are often animals that act like people, e.g., talk, have human emotions, perform amusing actions. The author uses animal characters to point out human faults and virtues. • Reader determines what the character is like through words used in the story to describe the character, what the character says or does. • Characters usually represent a type or quality: clever fox, weak mouse. Characters typically do not change their basic nature but do learn an important lesson—the lesson that reader is to learn as well. • Plot revolves around a problem to be solved; the events that take place result as characters try to solve the problem; problem is solved. • Plot demonstrates/embodies the purpose of the fable: the moral or lesson to be learned • Fables are usually very short and the plot simple. • Author's purpose is to teach the audience the lesson learned by the character. The lesson is usually explicitly stated at the end of the fable in the form of a moral: slow and steady wins, necessity is the mother of invention, do not pretend to be something you are not. <p>Composing a Fable Teachers may have students write a fable, either individually or collaboratively. Since fable is an oral tradition, students may simply create a story outline and tell the fable to a partner or small group of students.</p>	

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.

THIRD SIX WEEKS

3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Fable																																				
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • generate ideas and plan writing by <ul style="list-style-type: none"> ◦ using ideas from class brainstorming activities ◦ making lists of information ◦ talking to classmates about what to write ◦ reading texts by peer and professional authors ◦ using a cluster diagram, story map, or other graphic organizer • focus on a central topic and group related ideas • select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event • use examples from their reading as models to imitate in their writing • create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence • select information that the audience will find interesting or entertaining • use examples from their reading as models to imitate in their writing • follow the organization of particular forms of writing for stories – beginning, middle, and end • use complete sentences • use past and present verb tenses • use singular possessives • use correct spelling for frequently used words, including irregular plurals, e.g., <i>men, children</i>. 	<ul style="list-style-type: none"> • Students may work individually or in pairs to create a fable. • Students may plan the fable using the prewriting strategies below and publish the fable orally by telling it to a small group of students or students may use the telling of the fable as a prewriting strategy and publish the fable in written form. • Students should choose the lesson/moral they want to exemplify. Teachers may want to provide a list of standard morals and discuss them with the class and rewrite them in student language. Students could then choose a moral to demonstrate through a simple, direct fable. <table border="1" data-bbox="1198 498 2392 1136"> <tr> <td>Slow and steady wins the race.</td> <td>Mind your own business.</td> <td>Misery loves company.</td> </tr> <tr> <td>Don't judge a book by its cover.</td> <td>Quantity is not the same as quality.</td> <td>Let well enough alone.</td> </tr> <tr> <td>If it's not broke then don't fix it.</td> <td>Self-help is the best help.</td> <td>Look before you leap.</td> </tr> <tr> <td>If you look for trouble, you'll find it.</td> <td>Fair weather friends are not worth much.</td> <td>Birds of a feather flock together.</td> </tr> <tr> <td>Misfortune tests the sincerity of friends.</td> <td>Those who suffer most cry out the least.</td> <td>Do not attempt to hide things which cannot be hidden.</td> </tr> <tr> <td>Do not attempt too much at once.</td> <td>Evil companions bring more hurt than profit.</td> <td>Whatever you do, do with all your might.</td> </tr> <tr> <td>Those who seek to please everybody, please nobody.</td> <td>Pride goeth before destruction.</td> <td>The memory of a good deed lives.</td> </tr> <tr> <td>False confidence often leads to danger.</td> <td>He is not to be trusted as a friend who mistreats his own family.</td> <td>They are not wise who give to themselves the credit due to others.</td> </tr> <tr> <td>He who shares the danger ought to share the prize.</td> <td>Evil wishes, like chickens, come home to roost.</td> <td>Do nothing without regard to the consequences.</td> </tr> <tr> <td>Union is strength</td> <td>Stoop to conquer.</td> <td>Persuasion is better than Force</td> </tr> <tr> <td>Count the cost before you commit yourself.</td> <td>Do not pretend to be something you are not.</td> <td>Fine feathers don't make fine birds.</td> </tr> <tr> <td>Acquaintance softens prejudices.</td> <td>A man is known by the company he keeps.</td> <td>Youth's first duty is reverence to parents</td> </tr> </table> <ul style="list-style-type: none"> • Writing Process <ul style="list-style-type: none"> ➤ Prewriting/ Planning: Use a story map to plan characters, setting, problem, and how the problem is solved <ul style="list-style-type: none"> ◦ <u>Characters</u> animals that act like people; animal symbolizes human trait, e.g., fox for clever "person;" characters learn a lesson, but don't change there basic nature; ◦ <u>Setting</u> not detailed, typically outside ◦ <u>Problem</u> reflects the lesson to be taught. ◦ <u>Plot</u> actions reveal the point/purpose (lesson) of the fable. The resolution of the problem/plot is key in communicating the moral of the fable to the audience. ◦ <u>Moral</u> is explicitly stated at end of the composition. ➤ Drafting/Composing: Tell story to a partner; write the fable, keeping events of the plot quick and simple ➤ Revising/Written Expression: <ul style="list-style-type: none"> ◦ Find places where you can add dialogue to the story; ◦ Check to make certain that the problem, events, and solution of the problem have a logical cause/effect relationship and are true to the story. ◦ Check that the story clearly communicates the moral. ➤ Proofreading/Edtion: Use checklist and proofreading marks ➤ Publishing: Tell to class or small group of students, read from Author's chair, illustrate and make picture book, make a classroom collection of student fables 	Slow and steady wins the race.	Mind your own business.	Misery loves company.	Don't judge a book by its cover.	Quantity is not the same as quality.	Let well enough alone.	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Writing: Fable