

- 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	Myth			
<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 myth, fable, 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 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> 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><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>Myth 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>• Myths are told people in many different countries and geographical regions, e.g., Greece, Rome, India, China, Africa, America, Scandinavia; myth is one kind of traditional tale</li> <li>• Myths from various countries may contain similar stories</li> <li>• Eventually the story is put in writing</li> <li>• Purpose is to teach a lesson or explain a human trait (e.g., jealousy, curiosity, greed), explain a natural phenomena (e.g., how the earth was created, why the seasons change, why there is day and night), or tell about gods and goddesses of a mythology in order to explain social or religious customs. <i>Myth</i> means <i>plot</i> or <i>order</i> and myths communicate in words about the order and origins of things.</li> <li>• Setting in home of the gods, usually separate from and above the earth, may be on the earth if mortals/humans are part of the story</li> <li>• Characters are gods and goddesses, who frequently act like people with human weaknesses; sometimes gods and goddesses shift from one form to another (human-like to animal or even inanimate objects) and in some mythologies gods and goddesses appear in animal form. Mortals/humans may be included in the story.</li> <li>• Plot revolves around a problem to be solved; the events that take place result as characters try to solve the problem (myths usually have lots of action); problem is solved.</li> <li>• Plot demonstrates/embodies the purpose of the myth; frequently the plot reflects the struggle between good and evil</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> <li>• Readers must use their imaginations to picture the story of a myth</li> </ul> <p><b>Composing a Myth</b> Teachers may have students write a myth, either individually or collaboratively. Since myth is an oral tradition, students may simply create a story outline and tell the myth to a partner or small group of students.</p> <p><b>See next page for information on composing a myth. (optional)</b></p>		

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

THIRD NINE WEEKS

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

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ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Myth
<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> </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 style="text-align: center;"><b>Writing: Myth</b></p> <ul style="list-style-type: none"> <li>• Students may work individually or in pairs to create a myth.</li> <li>• Students may plan the myth using the prewriting strategies below and publish the myth orally by telling it to a small group of students or students may use the telling of the myth as a prewriting strategy and publish the myth in written form.</li> <li>• Students choose the type of myth to compose: explanation of natural phenomena or lesson to teach the young the values of the culture, e.g., honesty, truthfulness, humility</li> <li>• <b>Writing Process</b> <ul style="list-style-type: none"> <li>➤ <b>Prewriting/ Planning:</b> Use a story map to plan characters, setting, problem, and how the problem is solved               <ul style="list-style-type: none"> <li>◦ <u>Characters</u> are gods and goddess whose personalities resemble human beings; they get mad, are jealous, etc. Sometimes gods and goddesses shift from one form to another (human-like to animal or even inanimate objects) and in some mythologies gods and goddesses appear in animal form. A human being may be included in the story.</li> <li>◦ <u>Setting</u> is in home of the gods. This location is separate from the earth, usually above it, e.g., Mt Olympus</li> <li>◦ <u>Problem</u> reflects the lesson to be taught or the phenomena to be explained.</li> <li>◦ <u>Plot</u> actions reveal the point/purpose (lesson or explanation) of the myth. The resolution of the problem/plot is key in communicating the purpose of the myth to the audience.</li> <li>◦ Values/lessons are usually taught through negative examples and the ill fate that befalls the character who is dishonest, deceitful, proud, etc.</li> </ul> </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> <ul style="list-style-type: none"> <li>◦ Find places where you can add dialogue to the story;</li> <li>◦ 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.</li> <li>◦ Check that the story clearly communicates the author's purpose: to explain a specific natural phenomenon or teach a specific lesson.</li> </ul> </li> <li>➤ <b>Proofreading/Edition:</b> Use checklist and proofreading marks</li> <li>➤ <b>Publishing:</b> Tell to class or small group of students, read from Author's chair, illustrate and make picture book, make a classroom collection of student myths</li> </ul> </li> </ul>