**Interact Elementary Library**
**Grades:** 3, 4, 5
**States:** Common Core State Standards

Interact Elementary Library: FOLK TALES: An Interaction Unit for Studying World Folk Tales and Practicing the Art of Story Telling
Summary: Challenged by an old storyteller to bring back his dying art, students improve their literacy and geography skills by analyzing folk tales from various cultures and ultimately writing their own. (9781573362283-INT912)

**Common Core State Standards**

**Language Arts**

Grade: **3** - Adopted **2010**

| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
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| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| STANDARD | CCSS.ELA-Literacy.RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| STANDARD | CCSS.ELA-Literacy.RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4a | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.3 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA- | With guidance and support from adults, produce writing in which the |

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| | Literacy.W.3.4 | development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.3 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| STANDARD | CCSS.ELA-Literacy.W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.3 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.3.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1b | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1c | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION | CCSS.ELA-Literacy.SL.3.1d | Explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| STANDARD | CCSS.ELA-Literacy.SL.3.5 | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Knowledge of Language |
| STANDARD | CCSS.ELA-Literacy.L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | CCSS.ELA-Literacy.L.3.3a | Choose words and phrases for effect. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |

| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
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| STANDARD | CCSS.ELA-Literacy.L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

<p style="text-align:center">Grade: <b>4</b> - Adopted <b>2010</b></p>

| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.4 | Reading Standards for Literature |
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| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STANDARD | CCSS.ELA-Literacy.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| STANDARD | CCSS.ELA-Literacy.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.4 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.4 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.4 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.4 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4a | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Production and Distribution of Writing |
| STANDARD | CCSS.ELA-Literacy.W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| STANDARD | CCSS.ELA-Literacy.W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
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| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | CCSS.ELA-Literacy.W.4.9a | Apply grade 4 reading standards to literature (e.g., ''Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].''). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Range of Writing |
| STANDARD | CCSS.ELA-Literacy.W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.4 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | CCSS.ELA-Literacy.SL.4.1a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | CCSS.ELA-Literacy.SL.4.1b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | CCSS.ELA-Literacy.SL.4.1c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.4 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Presentation of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STANDARD | CCSS.ELA-Literacy.SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.4 | Language Standards |
| CATEGORY / CLUSTER | | Knowledge of Language |
| STANDARD | CCSS.ELA-Literacy.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | CCSS.ELA-Literacy.L.4.3a | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | CCSS.ELA-Literacy.L.4.3c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.4 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

Grade: **5** - Adopted **2010**

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| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.RL.5** | Reading Standards for Literature |
| **CATEGORY / CLUSTER** | | Key Ideas and Details |
| **STANDARD** | **CCSS.ELA-Literacy.RL.5.2** | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.RL.5** | Reading Standards for Literature |
| **CATEGORY / CLUSTER** | | Range of Reading and Level of Text Complexity |
| **STANDARD** | **CCSS.ELA-Literacy.RL.5.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.RI.5** | Reading Standards for Informational Text |
| **CATEGORY / CLUSTER** | | Integration of Knowledge and Ideas |
| **STANDARD** | **CCSS.ELA-Literacy.RI.5.7** | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.RF.5** | Reading Standards: Foundational Skills |
| **CATEGORY / CLUSTER** | | Fluency |
| **STANDARD** | **CCSS.ELA-Literacy.RF.5.4** | Read with sufficient accuracy and fluency to support comprehension. |
| **EXPECTATION** | **CCSS.ELA-Literacy.RF.5.4a** | Read on-level text with purpose and understanding. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.W.5** | Writing Standards |
| **CATEGORY / CLUSTER** | | Production and Distribution of Writing |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.4** | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.5** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.W.5** | Writing Standards |
| **CATEGORY / CLUSTER** | | Research to Build and Present Knowledge |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.7** | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.8** | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.W.5** | Writing Standards |
| **CATEGORY / CLUSTER** | | Research to Build and Present Knowledge |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **EXPECTATION** | **CCSS.ELA-Literacy.W.5.9a** | Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]''). |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.W.5** | Writing Standards |
| **CATEGORY / CLUSTER** | | Range of Writing |
| **STANDARD** | **CCSS.ELA-Literacy.W.5.10** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of |

| | | discipline-specific tasks, purposes, and audiences. |
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| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.SL.5** | Speaking and Listening Standards |
| **CATEGORY / CLUSTER** | | Comprehension and Collaboration |
| **STANDARD** | **CCSS.ELA-Literacy.SL.5.1** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| **EXPECTATION** | **CCSS.ELA-Literacy.SL.5.1a** | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| **EXPECTATION** | **CCSS.ELA-Literacy.SL.5.1b** | Follow agreed-upon rules for discussions and carry out assigned roles. |
| **EXPECTATION** | **CCSS.ELA-Literacy.SL.5.1c** | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.SL.5** | Speaking and Listening Standards |
| **CATEGORY / CLUSTER** | | Presentation of Knowledge and Ideas |
| **STANDARD** | **CCSS.ELA-Literacy.SL.5.4** | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.L.5** | Language Standards |
| **CATEGORY / CLUSTER** | | Conventions of Standard English |
| **STANDARD** | **CCSS.ELA-Literacy.L.5.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **EXPECTATION** | **CCSS.ELA-Literacy.L.5.2d** | Use underlining, quotation marks, or italics to indicate titles of works. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.L.5** | Language Standards |
| **CATEGORY / CLUSTER** | | Knowledge of Language |
| **STANDARD** | **CCSS.ELA-Literacy.L.5.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **EXPECTATION** | **CCSS.ELA-Literacy.L.5.3b** | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.L.5** | Language Standards |
| **CATEGORY / CLUSTER** | | Vocabulary Acquisition and Use |
| **STANDARD** | **CCSS.ELA-Literacy.L.5.6** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |