



# TEACH STORYTELLING WITH THE MAGICAL WOLFWALKERS

Grades 3–6 English Language Arts Common Core State Standards\*

Third Grade	Activity 1	Activity 2	Activity 3
<b>Reading: Literature</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <a href="#">CCSS.ELA-Literacy.RL.3.3</a> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	√    √		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RL.3.4</a> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <a href="#">CCSS.ELA-Literacy.RL.3.5</a> 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.	√   √		
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RL.3.7</a> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	√		

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<a href="#">CCSS.ELA-Literacy.RL.3.9</a> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	√		
<b>Reading: Informational Text</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	√		√
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RI.3.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <a href="#">CCSS.ELA-Literacy.RI.3.5</a> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	√  √	√  √	√  √
<b>Integration of Knowledge and Ideas:</b> <a href="#">CSS.ELA-Literacy.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	√	√	√
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition:</b> <a href="#">CCSS.ELA-Literacy.RF.3.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√	√
<b>Fluency:</b> <a href="#">CCSS.ELA-Literacy.RF.3.4</a> Read with sufficient accuracy and fluency to support comprehension.	√	√	√
<b>Writing</b>			
<b>Text Types and Purposes:</b> <a href="#">CCSS.ELA-Literacy.W.3.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <a href="#">CCSS.ELA-Literacy.W.3.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	√   √	√   √	√   √

<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.W.3.4</a> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	√	√	√
<b>Research to Build and Present Knowledge:</b> <a href="#">CCSS.ELA-Literacy.W.3.7</a> Conduct short research projects that build knowledge about a topic. <a href="#">CCSS.ELA-Literacy.W.3.8</a> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			√  √
<b>Speaking &amp; Listening</b>			
<b>Comprehension and Collaboration:</b> <a href="#">CCSS.ELA-Literacy.SL.3.1</a> 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. <a href="#">CCSS.ELA-Literacy.SL.3.2</a> 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.	√    √	√    √	√    √
<b>Presentation of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.SL.3.4</a> 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.	√	√	√
<b>Language</b>			
<b>Conventions of Standard English:</b> <a href="#">CCSS.ELA-Literacy.L.3.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <a href="#">CCSS.ELA-Literacy.L.3.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√   √	√   √	√   √
<b>Knowledge of Language:</b> <a href="#">CCSS.ELA-Literacy.L.3.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√	√

<b>Vocabulary Acquisition and Use:</b> <a href="#">CCSS.ELA-Literacy.L.3.4</a> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <a href="#">CCSS.ELA-Literacy.L.3.6</a> 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., <i>After dinner that night we went looking for them</i> ).	√	√	√
	√	√	√

Fourth Grade	Activity 1	Activity 2	Activity 3
<b>Reading: Literature</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <a href="#">CCSS.ELA-Literacy.RL.4.2</a> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <a href="#">CCSS.ELA-Literacy.RL.4.3</a> 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).	√   √   √		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RL.4.4</a> 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). <a href="#">CCSS.ELA-Literacy.RL.4.6</a> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	√   √		
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RL.4.7</a> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. al literature from different cultures.	√		

<a href="#">CCSS.ELA-Literacy.RL.4.9</a> 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 tradition	√		
<b>Reading: Informational Text</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.4.1</a> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	√		√
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RI.4.4</a> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	√	√	√
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RI.4.7</a> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	√	√	√
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition:</b> <a href="#">CCSS.ELA-Literacy.RF.4.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√	√
<b>Fluency:</b> <a href="#">CCSS.ELA-Literacy.RF.4.4</a> Read with sufficient accuracy and fluency to support comprehension.	√	√	√
<b>Writing</b>			
<b>Text Types and Purposes:</b> <a href="#">CCSS.ELA-Literacy.W.4.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <a href="#">CCSS.ELA-Literacy.W.4.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	√	√  √	√  √
<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.W.4.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	√	√	√

<b>Research to Build and Present Knowledge:</b> <a href="#">CCSS.ELA-Literacy.W.4.7</a> Conduct short research projects that build knowledge through investigation of different aspects of a topic.			√
<b>Speaking &amp; Listening</b>			
<b>Comprehension and Collaboration:</b> <a href="#">CCSS.ELA-Literacy.SL.4.1</a> 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.	√	√	√
<b>Presentation of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.SL.4.4</a> 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.	√	√	√
<b>Language</b>			
<b>Conventions of Standard English:</b> <a href="#">CCSS.ELA-Literacy.L.4.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	√	√	√
<a href="#">CCSS.ELA-Literacy.L.4.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√	√	√
<b>Knowledge of Language:</b> <a href="#">CCSS.ELA-Literacy.L.4.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√	√
<b>Vocabulary Acquisition and Use:</b> <a href="#">CCSS.ELA-Literacy.L.4.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	√	√	√
<a href="#">CCSS.ELA-Literacy.L.4.6</a> 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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	√	√	√

Fifth Grade	Activity 1	Activity 2	Activity 3
<b>Reading: Literature</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.5.3</a> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	√		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RL.5.5</a> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	√		
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RL.5.7</a> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	√		
<b>Reading: Informational Text</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.5.3</a> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	√		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RI.5.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	√	√	√
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RI.5.7</a> 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.			√
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition:</b> <a href="#">CCSS.ELA-Literacy.RF.5.3</a> Know and apply grade-level phonics and word analysis skills in decoding words.	√	√	√
<b>Fluency:</b> <a href="#">CCSS.ELA-Literacy.RF.5.4</a> Read with sufficient accuracy and fluency to support comprehension.	√	√	√

Writing			
<b>Text Types and Purposes:</b> <a href="#">CCSS.ELA-Literacy.W.5.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <a href="#">CCSS.ELA-Literacy.W.5.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	√	√  √	√  √
<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.W.5.4</a> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	√	√	√
<b>Research to Build and Present Knowledge:</b> <a href="#">CCSS.ELA-Literacy.W.5.7</a> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			√
Speaking & Listening			
<b>Comprehension and Collaboration:</b> <a href="#">CCSS.ELA-Literacy.SL.5.1</a> 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.	√	√	√
<b>Presentation of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.SL.5.4</a> 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.	√	√	√
Language			
<b>Conventions of Standard English:</b> <a href="#">CCSS.ELA-Literacy.L.5.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	√	√	√
<a href="#">CCSS.ELA-Literacy.L.5.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	√	√	√



<b>Knowledge of Language:</b> <a href="#">CSS.ELA-Literacy.L.5.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√	√
<b>Vocabulary Acquisition and Use:</b> <a href="#">CCSS.ELA-Literacy.L.5.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	√	√	√
<a href="#">CCSS.ELA-Literacy.L.5.6</a> 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	√	√	√

Sixth Grade	Activity 1	Activity 2	Activity 3
<b>Reading: Literature</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.6.1</a> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	√		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RL.6.5</a> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	√		
<b>Reading: Informational Text</b>			
<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.6.3</a> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	√		
<b>Craft and Structure:</b> <a href="#">CCSS.ELA-Literacy.RI.6.4</a> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	√		√
<b>Integration of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.RI.6.7</a> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	√	√	√

Writing			
<b>Text Types and Purposes:</b> <a href="#">CCSS.ELA-Literacy.W.6.2</a> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <a href="#">CCSS.ELA-Literacy.W.6.3</a> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	√	√	√
<b>Production and Distribution of Writing:</b> <a href="#">CCSS.ELA-Literacy.W.6.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	√	√	√
<b>Research to Build and Present Knowledge:</b> <a href="#">CCSS.ELA-Literacy.W.6.7</a> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			√
Speaking & Listening			
<b>Comprehension and Collaboration:</b> <a href="#">CCSS.ELA-Literacy.SL.6.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. <a href="#">CCSS.ELA-Literacy.SL.6.2</a> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	√	√	√
<b>Presentation of Knowledge and Ideas:</b> <a href="#">CCSS.ELA-Literacy.SL.6.4</a> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	√	√	√
Language			
<b>Conventions of Standard English:</b> <a href="#">CCSS.ELA-Literacy.L.6.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or	√	√	√



**Grades 3–6 Next Generation Science Standards\*\*\***

<b>Grade 3 Life Sciences</b>	<b>Activity 3</b>
<b><u>3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</u></b> Construct an argument that some animals form groups that help members survive.	√
<b><u>3-LS4-2 Biological Evolution: Unity and Diversity</u></b> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	√
<b><u>3-LS4-3 Biological Evolution: Unity and Diversity</u></b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	√
<b>Grade 4 Life Sciences</b>	
<b><u>4-LS1-1 From Molecules to Organisms: Structures and Processes</u></b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	√

\*\*\*Source: NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.