

Literature Studies
Grade 4
Focus Genre: Folktales

Essential Question

How do folktales provide insight into other cultures and teach us lessons for our daily lives?

Content/Academic Vocabulary

Culture	Fable	Fairy Tale	Folktale	Hero/Heroine	Legend
Lore	Moral	Myth	Supernatural	Tall Tale	Trickster Tale
Unsung Hero	Villain				

Focus Questions

What are the different characteristics of these types of folktales: fairy tales, tall tales, trickster tales, and fables?
How have American folktales and characters influenced our culture?
What do folktales from different countries reveal about their cultures, religions, and beliefs?
Why is it important to have knowledge of myths and legends?
What life lessons can be learned from fables?
How are ancient people influenced by the Gods and Goddesses of ancient Greece?

Literature Studies
Grade 4
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Student Outcomes

Think about what you want the student to know and be able to do.

- **Retell** myths and legends in a storytelling format.
- **Identify** story elements that make a piece of literature a folktale, fairy tale, fable, or a legend.
- **Compare and contrast** different types of folktales such as trickster tales, fables, tall tales, legends, etc.
- **Investigate** different versions of the same folktale or fairy tale noting cultural influences.
- **Construct** an original folk tale based on elements of students' own cultural heritage.
- **Identify** Greek/Roman Gods and Goddesses and their purposes.
- **Compare** print and film versions of stories about a hero such as *Robin Hood*.
- **Conduct** short research projects on famous and not-so-famous heroes.
- **Design and share** a multi-media presentation on an unsung hero.

ELA Focus Standards:

Key Ideas and Details

- [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.
- [CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- [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).

Literature Studies

Grade 4

Focus Genre: Folktales

Craft and Structure

- [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).
- [CCSS.ELA-Literacy.RL.4.5](#) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- [CCSS.ELA-Literacy.RL.4.6](#) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.4.7](#) 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.
- (RL.4.8 not applicable to literature)
- [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.

Range of Reading and Level of Text Complexity

- [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.

Phonics and Word Recognition

- [CCSS.ELA-Literacy.RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
 - [CCSS.ELA-Literacy.RF.4.3a](#) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Literature Studies

Grade 4

Focus Genre: Folktales

Fluency

- [CCSS.ELA-Literacy.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.
 - [CCSS.ELA-Literacy.RF.4.4a](#) Read grade-level text with purpose and understanding.
 - [CCSS.ELA-Literacy.RF.4.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - [CCSS.ELA-Literacy.RF.4.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Comprehension and Collaboration

- [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.
 - [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.
 - [CCSS.ELA-Literacy.SL.4.1b](#) Follow agreed-upon rules for discussions and carry out assigned roles.
 - [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.
 - [CCSS.ELA-Literacy.SL.4.1d](#) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- [CCSS.ELA-Literacy.SL.4.2](#) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-Literacy.SL.4.3](#) Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

- [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.
- [CCSS.ELA-Literacy.SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Literature Studies
Grade 4
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- [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. (See grade 4 Language standards 1 [here](#) for specific expectations.)

Suggested Works: Folktales Grade 4 (Instructional Levels 3+)

A Cloak for the Dreamer, Aileen Friedman(CC)

Aesop's Fables, Aesop (CC)

Aesop's Fables, Ann McGovern (CC)

American Tall Tales, Michael McCurdy

And Still the Turtle Watched, Sheila MacGill-Callahan (CC)

Children of the Earth and Sky, Stephen Krensky(CC)

Christmas in Camelot (Magic Tree House) Mary Pope Osborne

Coyote: A Trickster Tale from the American Southwest, Gerald McDermott

Cut From the Same Cloth: American Women of Myth, Legend, and Tall Tale, Robert D. SanSouci

D'Aulaire's Book of Greek Myths, Ingri D'Aulaire (CC)

Hans Christian Andersen's Fairy Tales, Hans Christian Andersen

How Tiger Got His Stripes: A Folktale from Vietnam, Rob Cleveland (CC)

Island of the Blue Dolphins, Scott O'Dell (CC)

Knots on a Counting Rope, John Archambault (CC)

Lightning Thief, Rick Riordan (graphic novel) (CC)

Mufaro's Beautiful Daughters, John Steptoe (CC)

Pandora Gets Jealous, Caroly Hennesey (CC)

Rapunzel's Revenge, Shannon Hale (graphic novel) (CC)

Raven: A Trickster Tale from the Pacific Northwest, Gerald McDermott (CC)

Sign of the Beaver, Elizabeth George Speare (cultural exploration) (CC)

Swamp Angel, Anne Isaacs (CC)

The Girl Who Loved Wild Horses (CC)

The Knights of the Kitchen Table (Time Warp Trio), Jon Scieszka (CC)

The Magic Fish, Freya Littledale (CC)

The People Who Could Fly: American Black Folktales, Virginia Hamilton (CC)

The Story of King Arthur and His Knights (adaptation), Howard Pyle (CC)

The Trojan Horse: How the Greeks Won the War, Emily Little (CC)

Literature Studies
Grade 4
Focus Genre: Folktales

Trick of the Tale, John and Caitlyn Matthews (CC)
Trickster Tails: Forty Folk Stories from Around the World, Josepha Sherman (CC)
Walk Two Moons, Sharon Creech (cultural exploration) (CC)
Where the Mountain Meets the Moon, Grace Lin (CC)
Why Mosquitoes Buzz in People's Ears, Verna Aardema (CC)

Suggested Read Alouds:

Merlin and the Dragons, Jane Yolen
Saint George and the Dragon, Margaret Hodges
Tale of Despereaux, Kate DiCamillo
The Adventures of Robin Hood, Howard Pyle
The Earth Under Sky Bear's Feet, Joseph Bruchac
They Dance in the Sky: Native American Star Myths, Ray A. Williamson

Suggested Shared Reading

"Indian Names," Lydia Howard Huntley Sigourney
"Robin Hood and Little John," Anonymous
"The Beauty of the Beast: Poems from the Animal Kingdom," Jack Prelutsky
"Why Dragons?," Jane Yolen

Possible Assessments:

Formal Assessments-

MAP w/ Descartes
Special Ed Probes
PSSA
DRA

Summative Assessments-

Discussion/Group Participation
Self/Teacher Assessment Guided Reading Participation
Weekly Response Journals tied to Independent Reading
Focus Skills
End of Book Tests

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Q-Matrix
Constructed Responses
Story Elements
Charting Organizational Constructs
Vocabulary (Shared/Guided Reading)
Words Their Way Assessments
Making Meaning Assessments
Writing Pieces using Common Core Writing Standards
Oral/Slate Assessment
Teacher Created Rubric (Rubistar)
Culminating Book Projects