



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> 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.
R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p><u>Questions to Focus Learning</u></p> <p>What does a reader gain by reading stories from diverse cultures?</p> <p>Fables and folktales teach the values and beliefs of a group offering an appreciation for the differences among various cultures, time period, and beliefs.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none"><li>I know stories come from different cultures and time periods.</li><li>I know stories can teach me a lesson that relates to life and events around me.</li><li>I know the moral of the story is not usually found directly in the text but must be inferred using details from the text.</li><li>I know a fable has a moral or lesson to learn.</li><li>I know a folktale has been handed down over generations.</li><li>I know a myth contains characters that are supernatural beings that can be used to illustrate cultural beliefs.</li><li>I know to recount means to retell.</li></ul> <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none"><li>I can analyze details from the text to determine the message or lesson in a piece of literature.</li><li>I can use details from the text to explain how I determined the message or lesson.</li></ul>

Vocabulary

analyze  
central message  
determine  
explicit  
fable folktale  
implicit/implied  
lesson  
myth  
moral  
recount  
retell

Teacher Tips

[Identifying the Theme](#) - This resource contains a video that teaches children to determine the central theme and message of a short poem.

[Jigsaw](#) - In this collaborative group lesson, a modified jigsaw technique is used in a literature lesson in which students compare characters and plot points of folk tales.

[Semantic Feature Analysis](#) - In this series of lessons, semantic feature analysis, a comprehension strategy that helps students identify characteristics associated with related words or concepts, is used to compare and contrast characteristics of folktales, myths, and fables. It includes whole group lessons, small group lessons, and student graphic organizers and charts. This comprehension strategy is part of the Guided Comprehension Model and references the following book: McLaughlin, M., & Allen, M.B. (2002). *Guided Comprehension: A teaching model for grades 3–8*. Newark, DE: International Reading Association. (Source: Read Write Think, International Reading Association, NCTE)

[Story Maps](#) - This link about story maps provides a general overview of how and why teachers use this strategy to support comprehension. The story map strategy uses a graphic organizer to help students learn the elements of a story and to read more carefully to learn about the details in the story. Sample templates, suggested books, differentiation ideas, and links to research are also included.

[Retelling](#) - This article discusses the power of using story retelling to build student comprehension. It also describes a variety of retelling activities, such as five-finger retellings, flow charts, and dramatizations. The article discusses how to adapt retelling from an instructional tool to an assessment piece.

Vertical Progression

RL.K.2 - With prompting and support, retell familiar stories, including key details.

RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.3.2](#)