

First Literary Explorations

Fairy Tales

CCSS alignment for Grades 6 through 10

These tables connect the unit to selected Common Core standards in Reading Literature, Writing, and Speaking and Listening. **Core** marks work already built in; **Focus** adds a precise instruction or evidence requirement; **Extend** adds a text or task. Judge the alignment through individual student work and the text selected.

Grade 6

Standards	Evidence and small additions
RL.6.1, 2 Evidence and theme	Core: Use annotations and CER to explain a theme through particular details. Focus: Add a brief summary without personal judgments.
RL.6.3, 5 Plot and structure	Core: Trace episodes, character responses and resolution. Explain how one episode contributes to the whole tale.
RL.6.4 Language and tone	Focus: Select a telling word or phrase; explain its connotations and effect on tone.
W.6.1 or 2; 9.a Argument or explanation	Core: The comparison supports an interpretation with reasons and evidence. Use W.6.1 for an argument, W.6.2 for an explanatory comparison.
W.6.4, 5, 10 Purpose and process	Core: Keep the outline, draft and revision alongside shorter CER responses and the audience-focused commentary.
W.6.3 Narrative writing	Extend: Choose a written narrative retelling, with characters, an event sequence, descriptive detail and an ending. A visual Map alone is insufficient.
SL.6.1.a–d Discussion	Core: Bring textual evidence, use agreed roles and goals, ask specific questions, and paraphrase another reading in the reflection.
SL.6.3 Listening to an argument	Focus: Record a peer’s claim and distinguish its supported and unsupported points.
SL.6.4, 5, 6 Presentation	Focus: Give an individual, organized explanation after the Map, with clear delivery. Add a clarifying visual or multimedia element for SL.6.5.

Optional comparison: RL.6.9 needs different forms or genres. Pair a tale with a poem or proverb on a shared idea; two prose variants alone do not establish that alignment.

Official sources: Reading Literature Grade 6, Writing Grade 6, Speaking and Listening Grade 6.

Grade 7

Students now need to explain how an idea develops and how the parts of a text affect one another. Several quotations are useful only when the student can account for their relationship to the claim.

Standards	Evidence and small additions
RL.7.1, 2 Evidence and development	Core: Support the reading with several references and trace theme through the whole tale. Focus: Include a separate objective summary.
RL.7.3 Interacting elements	Core: Use the plot–character diagram to explain reciprocal influence; include setting where it shapes choices or events.
RL.7.4, 5 Language and poetic form	Focus — RL.7.4: Explain figurative meanings and the effect of repeated sounds where present. Extend — RL.7.5: Add a verse or dramatic retelling.
W.7.1 or 2; 9.a Argument or explanation	Core: Develop the comparative reading. Focus for W.7.1: Explicitly acknowledge an alternative claim; a complicating detail is not always a counterclaim.
W.7.4, 5, 10 Purpose and process	Core: Revise the comparison for its reader; retain quick responses, the outline, feedback and the revised draft.
W.7.3 Narrative writing	Extend: Write a retelling with a deliberate point of view, controlled sequence, dialogue and description.
SL.7.1.a–d Discussion	Core: Prepare evidence and share roles. Focus: Track progress, ask for elaboration, and explain when a peer’s evidence changes the reading.
SL.7.3 Evaluating an argument	Focus: Assess a peer’s reasoning and whether the evidence is relevant and sufficient.
SL.7.4, 5, 6 Presentation	Focus: Add an individual explanation of the Map’s main claim. Use a visual or multimedia element that clarifies it for SL.7.5.

Comparison note: RL.7.9 requires fiction and a historical account of the same period. Two tale variants do not supply it. RL.7.6 is available when a text develops contrasting character or narrator perspectives.

Official sources: Reading Literature Grade 7, Writing Grade 7, Speaking and Listening Grade 7.

Grade 8

Choose the strongest evidence and explain what each text’s arrangement allows its writer to do.

Standards	Evidence and small additions
RL.8.1, 2 Evidence and theme	Core: Connect theme to character, setting and plot. Focus: Justify the strongest evidence; add an objective summary.
RL.8.3, 5 Incidents and structure	Core — 3: Explain how an incident or line provokes a choice. Focus — 5: Compare structures and effects on meaning and style.
RL.8.4 Language and tone	Focus: Explain a word choice, analogy or allusion where present, including its effect on tone.
RL.8.9 Traditional material made new	Extend: Pair a source tale with modern fiction. Explain the borrowing and what makes it new.
W.8.1 or 2; 9.a Argument or explanation	Core: Write the comparison. Focus for W.8.1: Distinguish the claim from an alternative and connect both to evidence.
W.8.4, 5, 10 Purpose and process	Core: Revise organization, transitions and evidence for the reader. Keep quick writes and developed drafts.
W.8.3 Narrative writing	Extend: Write a retelling using dialogue, pacing, description and reflection to develop events and characters.
SL.8.1.a–d; 3 Discussion and listening	Focus: Connect several speakers’ ideas, qualify a claim in response to evidence, and identify irrelevant support in a peer’s argument.
SL.8.4, 5, 6 Presentation	Focus: Present the reading with sound reasoning and well-chosen evidence. Integrate a visual or multimedia element that strengthens the case for SL.8.5.

Optional viewpoint study: For RL.8.6, select a tale in which the reader knows something a character does not. Explain how that difference produces suspense or humor.

Official sources: Reading Literature Grade 8, Writing Grade 8, Speaking and Listening Grade 8.

Grades 9 and 10

Give older readers a text that can sustain a developed reading. Require them to account for details that resist their interpretation.

Standards	Evidence and small additions
RL.9-10.1, 2 Evidence and development	Focus: Explain how details refine theme. Provide thorough evidence, including awkward details, and an objective summary.
RL.9-10.3 Complex characters	Extend: Choose conflicting motives in a tale or retelling. Explain how interactions develop character, plot and theme.
RL.9-10.4, 5 Language and structure	Focus: Explain cumulative effects of diction on meaning and tone, then how ordering, delayed information or pacing affects the reader.
RL.9-10.6 World literature	Focus: Examine a non-US tale's perspective or cultural experience, with context and connections to wider world literature.
RL.9-10.9 Source and transformation	Extend: Compare a source tale with a later literary retelling. Explain how identifiable changes alter meaning.
W.9-10.1 or 2; 9.a Developed analysis	Focus: Develop a counterclaim fairly, with evidence and limits on both readings. For explanation, organize significant distinctions.
W.9-10.4, 5, 10 Purpose and revision	Focus: Revise for what the reader needs most. Retain brief exploratory writing and sustained drafts.
SL.9-10.1.a–d; 3 Seminar and evaluation	Focus: Research context, help lead discussion and synthesize agreement and disagreement. Evaluate a speaker's viewpoint, reasoning, evidence and rhetoric.
SL.9-10.4, 5, 6 Presentation	Focus: Give an individual, coherent oral defense. Extend — 5: Use digital media strategically to explain evidence.

Narrative option: W.9-10.3 requires a developed narrative with deliberate viewpoint, sequencing, telling details and a reflective ending. Use a written retelling; a visual Map alone cannot supply this evidence.

Official sources: Reading Literature Grades 9–10, Writing Grades 9–10, Speaking and Listening Grades 9–10.

Small additions for older readers

Keep the four-part reading sequence. For Grades 9–10, the most useful addition is a short literary retelling with enough complexity to test the reading of its source. The timings and word ranges below are teaching suggestions, not CCSS requirements.

Addition	What students do and why it matters
A source and its retelling About 1–2 lessons	Pair a tale with a short published literary retelling. Explain two identifiable borrowings and two consequential changes. This supports RL.8.9 when the new text is modern fiction and RL.9-10.9 for source transformation. Choose conflicting motives if also assessing RL.9-10.3 .
A fuller argument Replace the shorter final response	Allow roughly 600–900 words across several paragraphs. Develop a counterclaim fairly, with evidence and limits on both readings. Use the existing outline and revision time. Target W.9-10.1, 4, 5, 9.a ; use W.9-10.2 for an explanatory comparison instead.
An explanation after the Map About 2 minutes each	Each student explains the claim, textual basis and one creative choice. Listeners evaluate the reasoning and evidence. This supports the grade's SL.3, 4, 6 . Add the required visual or multimedia element for SL.5 ; Grades 9–10 specifically require strategic use of digital media.
A text and a performance One lesson if selected	RL.6.7: Compare reading and listening/viewing experiences. RL.7.7: Analyze medium-specific techniques. RL.8.7: Evaluate a filmed or live production's departures. RL.9-10.7: Compare emphasis and omissions across two artistic media. Making a Map is not itself this analysis.

Choose the version before claiming the level

RL.6.10 and RL.7.10 allow support at the upper end of the Grades 6–8 complexity band; RL.8.10 expects independent reading there. RL.9-10.10 makes a similar distinction between Grade 9 and Grade 10 in the higher band. A familiar plot does not settle the difficulty of its telling.

Consider language, structure, layers of meaning and knowledge demands, alongside suitable quantitative evidence and the reader's needs. A longer essay cannot establish a text's band. The unit contributes to the year's range of literature; it cannot supply that whole range. See the [CCSS text complexity guidance](#).

Writing note: For W.1 or W.2, assess introduction, development, organization, transitions, style and conclusion. W.6, W.7 and W.8 require digital publication or research tasks not claimed here merely through typing or citation. RL.8 is not applicable to literature.

Codes share the row's prefix and grade. For example, W.6.4, 5, 10 means W.6.4, W.6.5 and W.6.10. Descriptions are paraphrases, with official sources beneath each grade table.