

## COMMON CORE

First	READING
-------	---------

---

**Key Ideas and Details**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.

**Craft and Structure**

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6. Identify who is telling the story at various points in a text.

**Integration of Knowledge and Ideas**

- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

**Fluency**

- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

First	WRITING
-------	---------

---

**Text Types and Purposes**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

First	SPEAKING AND LISTENING
-------	------------------------

---

**Comprehension and Collaboration**

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Presentation of Knowledge and Ideas

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Second

## READING

---

### Key Ideas and Details

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges.

### Craft and Structure

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

## Second

## WRITING

---

### Text Types and Purposes

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Second** | **SPEAKING AND LISTENING**


---

**Comprehension and Collaboration**

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Third** | **READING**


---

**Key Ideas and Details**

- 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.
- 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

**Craft and Structure**

- 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.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

**Fluency**

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

**Third** | **WRITING**


---

**Text Types and Purposes**

- W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Production and Distribution of Writing

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Third | SPEAKING AND LISTENING

---

### Comprehension and Collaboration

- 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.
- 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.

### Presentation of Knowledge and Ideas

- 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.

## HAWAII CONTENT AND PERFORMANCE STANDARDS III

### Social Studies | Cultural Anthropology

---

**Standard 6: SYSTEMS, DYNAMICS, AND INQUIRY-**Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

- SS.1.6.1 Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends
- SS.2.6.1 Describe ways in which own and other cultures express their cultural beliefs and practices through music and art
- SS.3.6.1 Explain that different cultures have unique values, beliefs, and practices
- SS.3.6.3 Explain how cultural elements (e.g., language, art, music, stories, legends, and traditions) can change over time and explain possible reasons for that change

### World Languages

---

**Standard 1: INTERPERSONAL:** Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

- WL.IE.1.1.1 Use basic words and short, memorized phrases during oral interaction
- WL.IE.2.1.1 Use common phrases to ask and answer simple questions
- WL.IE.3.1.1 Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities



**Standard 2: INTERPRETIVE:** Understand and interpret written and spoken language on diverse topics from diverse media

- WL.IE.2.2.1 Identify people or objects based on oral or written descriptions
- WL.IE.3.2.1 Recognize the meaning of key words or phrases from a variety of developmentally appropriate written or oral materials

**Standard 3: PRESENTATIONAL:** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- WL.IE.1.3.1 Use learned vocabulary and gestures to recite poems or stories
- WL.IE.2.3.1 Describe characteristics of objects or pictures in an oral presentation
- WL.IE.3.3.1 Use simple words and phrases to present about familiar topics

**Standard 4: CULTURES:** Understand relationships among perspectives, products, and practices of target culture

- WL.IE.1.4.1 Make observations, identifications, and comparisons between the basic products and practices of the culture being studied and own native culture
- WL.IE.2.4.1 Use gestures and patterns of behavior that are an important part of communication and that may differ among languages
- WL.IE.3.4.1 Describe mutual contributions of products and practices of the culture being studied and own culture

## Fine Arts

## VISUAL ARTS

**Standard 1:** Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

- FA.1.1.5 Use familiar subjects and experiences to create original works of art
- FA.2.1.4 Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present

## Fine Arts

## MUSIC

**Standard 2:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

- FA.1.2.7 Explain how music can communicate ideas and moods
- FA.1.2.8 Compare music used for special occasions from various cultures
- FA.3.2.5 Sing rounds and partner songs from memory
- FA.3.2.10 Perform songs from various cultures within their cultural context

**Fine Arts****DRAMA AND THEATRE**

**Standard 3:** Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history

- FA.1.3.2 Adapt and dramatize a familiar story
- FA.1.3.3 Evaluate personal feelings about a theatrical work
- FA.1.3.4 Critique characterization in a theatrical work
- FA.1.3.5 Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes
- FA.2.3.1 Use physical movements, rhythms, and voice, to express simple feelings, character, and plot
- FA.2.3.2 Create simple costumes, scenery, and props
- FA.2.3.3 Interpret the ideas and morals of theatrical works
- FA.2.3.4 Assess how various styles of theatrical production relate to culture
- FA.3.3.1 Create a dramatization based on a story
- FA.3.3.2 Use appropriate audience etiquette while listening and watching a theatrical performance
- FA.3.3.3 Use the elements of theatre to create a critique of a theatrical performance
- FA.3.3.4 Compare similar dramatic themes between works from various cultures

**Fine Arts****DANCE**

**Standard 4:** Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history

- FA.1.4.1 Create a dance that consists of a beginning, middle, and end
- FA.1.4.2 Apply the element of space (e.g., place, size, level, direction) to create simple movement sequences
- FA.1.4.3 Apply the element of energy – smooth/sharp (attack), heavy/light (weight), tight/loose (flow) – to create simple movement sequences
- FA.1.4.4 Repeat a simple movement sequence by imitation
- FA.2.4.1 Apply the element of space and pathways to create simple movement sequences
- FA.2.4.2 Demonstrate the element of time, tempo, beat, duration, and rhythm
- FA.2.4.3 Use simple partner skills during movement sequences
- FA.2.4.4 Create movement sequences that express a mood
- FA.3.4.1 Apply dance elements to create a simple movement sequence
- FA.3.4.3 Perform dance movements of different styles (e.g. ballet, jazz), cultures, and time periods

**Physical Education****MOVEMENT FORMS**

**Standard 1:** Use motor skills and movement patterns to perform a variety of physical activities

- PE.K-2.1.1 Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups
- PE.K-2.1.2 Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups



- PE.K-2.1.3 Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups
- PE.3-5.1.1 Use locomotor and non-locomotor skills in a mature (proper) form
- PE.3-5.1.2 Use manipulative skills in a mature (proper) form
- PE.3-5.1.3 Use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills

**Health****INTERPERSONAL COMMUNICATION**

---

**Standard 5:** Use interpersonal communication skills to enhance Health

- HE.K-2.5.1 Use effective verbal and nonverbal communication
- HE.K-2.5.2 Use effective and appropriate ways to express feelings, wants, and needs
- HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings