

COMMON CORE**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.

Fourth | **READING**

Key Ideas and Details

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

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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.4.9. 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.

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Fourth | **WRITING**

Text Types and Purposes

- W.4.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.4.3. 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.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Fourth | **SPEAKING AND LISTENING**

Comprehension and Collaboration

- 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.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- 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.

Fifth | **READING**

Key Ideas and Details

- 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.5.3. 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).

Craft and Structure

- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Integration of Knowledge and Ideas

- RL.4.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Fifth | **WRITING**

Text Types and Purposes

- W.5.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.5.3. 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.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Fifth | **SPEAKING AND LISTENING**

Comprehension and Collaboration

- SL.5.1. 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.
- SL.5.2. Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.5.4. 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.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Sixth | **READING**

Key Ideas and Details

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Sixth | **WRITING**

Text Types and Purposes

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Sixth | **SPEAKING AND LISTENING**

Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

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.3.1.1 Give and follow simple instructions using common words or phrases that facilitate age-appropriate classroom activities
- WL.IE.4.1.1 Engage in conversations about likes, dislikes, and personal preferences
- WL.IE.5.1.1 Exchange information about self, other people, places, objects, activities, events, and other topics of interest
- WL.IS.6-8.1.3 Exchange opinions and feelings about familiar experiences and events

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

- WL.IE.4.2.1 Identify the main idea and principal characters in simple narratives
- WL.IE.5.2.1 Retell the principal information or topic of brief messages on familiar subjects

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

- WL.IE.3.3.1 Use simple words and phrases to present about familiar topics
- WL.IE.5.3.1 Use memorized material to orally present a traditional poem, story, skit, or brief report
- WL.IS.6-8.3.2 Prepare written communication on a given theme

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.4.1.2 Use a combination of visual and performing arts to create an original artwork
- FA.6-8.1.1 Create an original integrated art product or performance and explain how this process enhances a specific art work

Fine Arts

MUSIC

Standard 2: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across 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
- FA.4.2.3 Sing or play an independent part of a song with two or more parts
- FA.5.2.3 Use music of various styles/genres in performances
- FA.5.2.4 Integrate several arts disciplines into a presentation or performance

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.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
- FA.4.3.1 Interpret a character's external motivations
- FA.4.3.2 Use the voice to express emotion
- FA.4.3.3 Evaluate theatrical traditions of various cultures
- FA.5.3.1 Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists
- FA.5.3.2 Dramatize an historical event or social issue
- FA.5.3.3 Analyze a character using knowledge of performance and acting skills in a theatrical production
- FA.5.3.4 Analyze, using evidence, the role of dramatic productions which are part of American history
- FA.6-8.3.1 Perform various roles and responsibilities in theatre productions
- FA.6-8.3.2 Develop dialogue for a scene or one-act play
- FA.6-8.3.3 Apply basic stage movement
- FA.6-8.3.4 Design scenery that establishes an environment for a character
- FA.6-8.3.5 Demonstrate how theatre can be used to communicate concepts from another content area
- FA.6-8.3.6 Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance
- FA.6-8.3.7 Evaluate the use of technical elements (e.g., sets, make-up, costumes, sound and light, props) and their effect on the meaning of the production
- FA.6-8.3.8 Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience
- FA.6-8.3.9 Explain the role of an audience in a theatrical production
- FA.6-8.3.10 Compare theatrical styles common to certain historical and cultural periods
- FA.6-8.3.11 Apply theatrical traditions of various cultures
- FA.6-8.3.13 Evaluate how technology has impacted theatre production

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.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
- FA.4.4.1 Combine dance elements to create a simple dance with a partner or small group
- FA.4.4.2 Create simple dances that communicate abstract ideas or feelings



- FA.6-8.4.1 Use kinesthetic awareness, concentration, and focus in performing movement skills
- FA.6-8.4.2 Apply the use of choreographic principles with partners or in groups
- FA.6-8.4.3 Use a variety of dance elements to develop dance phrases
- FA.6-8.4.5 Use kinesthetic awareness and spatial awareness in combination with time or force elements
- FA.6-8.4.8 Communicate daily life experiences and ideas through dance

Physical Education | **MOVEMENT FORMS**

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

- 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
- PE.6-8.1.1 Use mature (proper) movement forms appropriately in the context of modified games or activities, such as sports, dance, exercise, and gymnastics
- PE.6-8.1.2 Use combinations of movement forms in the context of modified games or activities, such as sports, dance, exercise, and gymnastics

Health | **INTERPERSONAL COMMUNICATION**

Standard 5: Use interpersonal communication skills to enhance Health

- HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings
- HE.6-8.5.1 Use effective verbal and non-verbal communication skills
- HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others