

COMMON CORE

Kindergarten | READING

Key Ideas and Details

- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Fluency

- RF.K.4. Read emergent-reader texts with purpose and understanding.

Kindergarten | WRITING

Text Types and Purposes

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Kindergarten | SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

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.

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.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

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

- WL.IE.K.2.1 Recognize key vocabulary in songs or children's recitations.
- WL.IE.2.2.1 Identify people or objects based on oral or written descriptions

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

- WL.IE.K.3.1 Sing children's songs or recitations.

- 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

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.K.2.1 Use singing voice to echo short melodic patterns in appropriate range.
- FA.K.2.4 Identify various sources of music that can be heard in daily life and their purpose.
- 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

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.K.3.1 Perform imitative movements.
- FA.K.3.2 Explain how theatrical performances often cause emotional reactions.
- 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

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.K.4.1 Use body, energy, space, and time to move in different ways.
- FA.K.4.2 Create movements that represent ideas, persons, and places.



- FA.K.4.3 Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs.
- 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

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

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