

CHRISTMAS TALK STORY, 23-24

NATIONAL CORE ARTS STANDARDS

Theatre

KINDERGARTEN

CREATING

TH:Cr1.1.K.b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cr2-K.a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

PERFORMING

TH:Pr4.1.K.a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Pr5.1.K.a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

TH:Pr6.1.K.a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

RESPONDING

TH:Re7.1.K.a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Re8.1.K.b. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Re9.1.K.a. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

CONNECTING

TH:Cn10.1.K.a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn11.1.K.a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn11.2.K.b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

GRADE 1

CREATING

TH:Cr1.1.1.c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH:Cr2-1.a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cr3.1.1.c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

PERFORMING

TH:Pr4.1.1.a. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Pr5.1.1.a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).

TH:Pr6.1.1.a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

RESPONDING

TH:Re7.1.1.a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Re8.1.1.b. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

TH:Re9.1.1.c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

CONNECTING

TH:Cn10.1.1.a. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

TH:Cn11.1.1.a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn11.2.-1.b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

GRADE 2

CREATING

TH:Cr1.1.2.c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH:Cr2-2.b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cr3.1.2.c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

PERFORMING

TH:Pr4.1.2.a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Pr5.1.2.a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Pr6.1.2.a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

RESPONDING

TH:Re7.1.2.a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Re8.1.2.b. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

TH:Re9.1.2.c. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

CONNECTING

TH:Cn10.1.2.a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn11.1.2.a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

TH:Cn11.2.2.b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

GRADE 3

CREATING

TH:Cr1.1.3.c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

TH:Cr2-3.b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

TH:Cr3.1.3.b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

PERFORMING

TH:Pr4.1.3.b. Investigate how movement and voice are incorporated into drama/theatre work.

TH:Pr5.1.3.a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

TH:Pr6.1.3.a. Practice drama/theatre work and share reflections individually and in small groups.

RESPONDING

TH:Re7.1.3.a. Understand why artistic choices are made in a drama/theatre work.

TH:Re8.1.3.c. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

TH:Re9.1.3.c. Evaluate and analyze problems and situations in a drama/

theatre work from an audience perspective.

CONNECTING

TH:Cn10.1.3.a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

TH:Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.

TH:Cn11.2.3.a. Explore how stories are adapted from literature to drama/theatre work.

GRADE 4

CREATING

TH:Cr1.1.4.c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

TH:Cr2-4.b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

TH:Cr3.1.4.a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

PERFORMING

TH:Pr4.1.4.b. Make physical choices to develop a character in a drama/theatre work.

TH:Pr5.1.4.a. Practice selected exercises that can be used in a group setting for drama/theatre work.

TH:Pr6.1.4.a. Share small-group drama/theatre work, with peers as audience.

RESPONDING

TH:Re7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation.

TH:Re8.1.4.b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

TH:Re9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

CONNECTING

TH:Cn10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

TH:Cn11.1.4.a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

TH:Cn11.2.4.a. Investigate cross-cultural approaches to storytelling in drama/theatre work.

GRADE 5

CREATING

TH:Cr.1.1.5.a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

TH:Cr2-5.a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

TH:Cr3.1.5.a. Revise and improve an improvised or scripted drama/theatre

work through repetition and self-review.

PERFORMING

TH:Pr4.1.5.b. Use physical choices to create meaning in a drama/theatre work.

TH:Pr5.1.5.a. Choose acting exercises that can be applied to a drama/theatre work.

TH:Pr6.1.5.a. Present drama/theatre work informally to an audience.

RESPONDING

TH:Re7.1.5.a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

TH:Re8.1.5.b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

TH:Re9.1.5.c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

CONNECTING

TH:Cn10.1.5.a. Explain how drama/theatre connects oneself to a community or culture.

TH:Cn11.1.5.a. Investigate historical, global and social issues expressed in drama/theatre work.

TH:Cn11.2.5.a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

GRADE 6

CREATING

TH:Cr2-6.b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

TH:Cr3.1.6.b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

PERFORMING

TH:Pr4.1.6.a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

TH:Pr6.1.6.a. Adapt a drama/theatre work and present it informally for an audience.

RESPONDING

TH:Re7.1.6.a. Describe and record personal reactions to artistic choices in a drama/theatre work.

TH:Re8.1.6.b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work

CONNECTING

TH:Cn10.1.6.a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

TH:Cn11.1.6.a. Identify universal themes or common social issues and express them through a drama/theatre work.

MUSIC

KINDERGARTEN

CREATING

MU:Cr1.1.K b With guidance, generate musical ideas (such as movements or motives).

PERFORMING

MU:Pr4.1.K a With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K c Describe how context (such as personal and social) can inform a performance.

RESPONDING

MU:Re7.1.K a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re9.1.K b With guidance, apply personal and expressive preferences in the evaluation of music.

CONNECTING

MU:Cn10.0.K a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.K a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

FIRST

CREATING

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose

PERFORMING

MU:Pr4.1.1 a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1 c Explain how context (such as social and cultural) informs a performance.

RESPONDING

MU:Re7.1.1 a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re9.1.1 a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.1 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

SECOND

PERFORMING

MU:Pr4.1.2 a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2 c Explain how context (such as social, cultural, and historical) informs performances.

RESPONDING

MU:Re7.1.2 a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 a Describe how specific music concepts are used to support a specific purpose in music.

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.2 2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

THIRD

PERFORMING

MU:Pr4.1.3 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

MU:Pr4.2.3 c Identify how cultural and historical context inform performances.

RESPONDING

MU:Re7.1.3 a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Re9.1.3 a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.3 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

FOURTH

PERFORMING

MU:Pr4.1.4 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4 c Identify how cultural and historical context inform performances and result in different music interpretations.

RESPONDING

MU:Re7.1.4 a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.4 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

FIFTH

PERFORMING

MU:Pr4.1.5 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5 c Identify how cultural and historical context inform performances and result in different musical effects .

MU:Pr6.1.5 b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .

RESPONDING

MU:Re7.1.5 a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.5 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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.

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).

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.

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.

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.

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

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.

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.

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.3.4. 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.

NATIONAL HEALTH EDUCATION STANDARDS**Grades K-2**

- NHES.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- NHES.4.2.2 Demonstrate listening skills to enhance health.
- NHES.4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.
- NHES.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Grades 3-5

- NHES.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- NHES.4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- NHES.4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- NHES.4.5.4 Demonstrate how to ask for assistance to enhance personal health.

HAWAII CONTENT AND PERFORMANCE STANDARDS III**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
- 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