

# GRADE FIVE

## Standards Comparison Recommendations

### Theatre and English/Language Arts CCSS

#### Connections

- studying multiple accounts of the same story noting similarities and differences
- summarizing productions viewed
- determining and summarizing themes of stories
- integrating from several sources to form a knowledgeable work
- researching several different sources on a topic
- summarizing points of a speaker or media, explaining claims, and discovering fallacies
- writing clearly sequenced narratives with detailed characters, settings, and plots
- having a command of standard English in speaking and writing in detail about theatre experiences using language of the discipline
- quoting details and inferences from text to support analysis
- having peer conversations and improvisations in various groupings
- comparing and contrasting stories in the same genre
- forming an opinion with a point of view
- describing characters in detail including objective, motivation, and challenges
- critiquing performances with opinions based on criteria and a specific point of view
- writing scripts
- comparing and contrasting characters and settings in detail

#### Suggestions

- Dramatize different versions of the same story or event and note similarities and differences.
- After viewing a production in class or in the community, write a summary of it.
- Discuss and summarize the themes of stories and discover ways of making them clear in performance.
- Combine multiple stories or events into one cohesive performance.
- Select a topic connected to theatre, research it using several sources, and present results using theatre skills.
- After listening to a persuasive speaker or media presentation, summarize the key points, explain claims, and note fallacies. Recreate portions illustrating findings.
- Write a narrative with a clear theme, detailed characters, settings, and plot; adapt it into a script using correct formatting, and perform it through improvisation.
- Describe verbally and in writing including details settings, characters, plots before and after doing theatre activities such as walkabouts, pantomimes, tableaux or improvisations using the language of the discipline.
- When preparing to dramatize a story, analyze it for text, subtext and context. Use direct quotes when appropriate. Include all elements in the performance.

- Dramatize several stories in the same genre. Compare and contrast them.
- Using a story or scene, each character forms an opinion and tells the story from his/her point of view. Compare and contrast the results.
- Create detailed character descriptions including objectives, motivations, and challenges. Portray the characters in scenes or story dramatizations through pantomime or improvisation.
- Critique performances by forming an opinion about them and explaining it in an organized piece of writing with a point of view.
- After viewing performances in the community or in class, compare and contrast the various characters and settings.
- Write scripts based on improvisations using correct playwriting format.
- Pair share and improvise often and switch partners frequently. Share improvisations briefly with the class.

### **Theatre and History-Social Science State Standards**

#### **Connections**

- using historical detailed events and stories to dramatize struggles, discussing and writing about them
- analyzing beliefs that led to events in early American history such as the American Revolution
- understanding the lives and struggles of early Americans
- explaining reasons for European exploration

#### **Suggestions**

- Research specific events from American history and dramatize them. Discuss them from different points of view. Write an essay expressing an opinion on a person's contribution to the event.
- Stage a debate around events that led to the American Revolution. Do research to support opinions.
- Research authentic stories from the development of early America and dramatize them.
- Develop a process drama using events leading to the American Revolution or on the struggles of a journey to the west.
- Look at European exploration from different points of view – explorers, religious leaders, royalty – and develop scenes depicting their different opinions.

#### **When participating in theatre activities, students should:**

- base their choices on text and subtext.
- defend those choices.
- relate inferences to specific points in the text.
- describe story elements in detail.
- discuss performances by referencing details from the performance.