

# GRADE K

THEATRE	ENGLISH/LANGUAGE ARTS
1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.	<p><b>Reading Lit #3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Writing #1</b> Using 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.</p> <p><b>Speaking &amp; Listening #4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
1.2 Identify differences between real people and imaginary characters.	<p><b>Reading Lit #5</b> Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).</p>
2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, mirrors).	<p><b>Reading Lit #10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>Language #5d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
2.2 Perform group pantomimes and improvisations to retell familiar stories.	<p><b>Reading Lit #2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>Speaking &amp; Listening #1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.	<p><b>Language #6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.	<p><b>Writing #7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce	<p><b>Reading Foundation #3c</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are,</p>

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vocabulary, such as fast, slow, in, on, through, over, under.	do, does). <b>Language #1f</b> Produce and expand complete sentences in shared language activities.
5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.	<b>Reading Lit #9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

THEATRE	HISTORY-SOCIAL SCIENCE
1.2 Identify differences between real people and imaginary characters.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
2.2 Perform group pantomimes and improvisations to retell familiar stories.	K.1#3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.	K.6#2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.