

GRADE FIVE

| THEATRE | ENGLISH/LANGUAGE ARTS |
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| <p>1.1 Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.</p> | <p>Reading Lit #5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Writing #2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Language #1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language #3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |
| <p>1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p> | <p>Reading Lit #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Writing #9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| <p>2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> | <p>Reading Lit #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Reading Lit #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.</p> <p>Writing #3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Speaking & Listening #6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Language #1 Demonstrate command of</p> |

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| | <p>the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language #3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |
| <p>2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p> | <p>Writing #3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Writing #4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Speaking & Listening #6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> |
| <p>3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> | <p>Reading Lit #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.</p> <p>Reading Lit #3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>Reading Lit #9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Informational #6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Writing #1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Writing #7 Conduct short research</p> |

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| | <p>projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Speaking & Listening #4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Language #1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language #3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |
| <p>3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.</p> | <p>Informational #3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Writing #1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Writing #9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening #2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |
| <p>3.4 Identify types of early American theatre, such as melodrama and musical theatre.</p> | <p>Reading Lit #3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>Informational #3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Informational #9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing #2 Write informative/explanatory</p> |

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| | <p>texts to examine a topic and convey ideas and information clearly.</p> <p>Writing #7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Speaking & Listening #4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |
| <p>4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p> | <p>Writing #1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Writing #4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Language #1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |
| <p>4.2 Describe devices actors use to convey meaning or intent in commercials on television.</p> | <p>Informational #1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Informational #5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>Informational #9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing #1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Writing #2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Writing #7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |

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| | <p>Writing #9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening #2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking & Listening #3 Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p> <p>Language #1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language #3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |
| <p>5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.</p> | <p>Informational #6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Writing #3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Writing #7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Speaking & Listening #1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Speaking & Listening #6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>Language #1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |

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| <p>5.2 Identify the roles and responsibilities of performing and technical artists in theatre film television, and electronic media.</p> | <p>Informational #9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing #2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Writing #7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |
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| THEATRE | HISTORY-SOCIAL SCIENCE |
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| <p>2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.</p> | <p>5.3#2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).</p> <p>5.6#7 Understand how the ideals set for them in the Declaration of Independence changed the way people viewed slavery.</p> |
| <p>3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> | <p>5.4#3 Describe the religious aspects of the earliest colonies.</p> <p>5.4#4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p> <p>5.4#5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.</p> <p>5.4#6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> |

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| | <p>5.4#7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p> |
| <p>5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.</p> | <p>5.2#2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.</p> <p>5.5#3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>5.8#4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> |