

# GRADE FOUR

THEATRE	ENGLISH/LANGUAGE ARTS
<p>1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.</p>	<p><b>Reading Lit #1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Reading Lit #5</b> 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.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language #6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>
<p>1.2 Identify a character’s objectives and motivations to explain that character’s behavior.</p>	<p><b>Reading Lit #3</b> 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).</p> <p><b>Reading Lit #6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>Writing #9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language #3</b> Use knowledge or language and its conventions when writing, speaking, reading, or listening.</p>
<p>1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading.</p>	<p><b>Speaking &amp; Listening #4</b> 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</p>

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	understandable pace.
2.1 Demonstrate the emotional traits of a character through gesture and action.	<b>Reading Lit #3</b> 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).
2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).	<p><b>Speaking &amp; Listening #1</b> 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.</p> <p><b>Speaking &amp; Listening #2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Speaking &amp; Listening #4</b> 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.</p> <p><b>Language #3</b> Use knowledge or language and its conventions when writing, speaking, reading, or listening.</p>
2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.	<b>Reading Lit #3</b> 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).
3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.	<p><b>Reading Lit #2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Reading Lit #6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>Informational #9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Speaking &amp; Listening #4</b> Report on a</p>

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	<p>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.</p> <p><b>Language #3</b> Use knowledge or language and its conventions when writing, speaking, reading, or listening.</p>
<p>3.2 Recognize key development in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.</p>	<p><b>Writing #7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>Language #3</b> Use knowledge or language and its conventions when writing, speaking, reading, or listening.</p>
<p>4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.</p>	<p><b>Writing #1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
<p>4.2 Compare and contrast the impact on the audience of theatre, film, television, radio and other media.</p>	<p><b>Writing #2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Writing #7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.</p>	<p><b>Reading Lit #2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>Informational #1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Writing #1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>Language #3</b> Use knowledge or language and its conventions when writing, speaking, reading, or listening.</p>
<p>5.1 Dramatize events in California history.</p>	<p><b>Writing #3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive</p>

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	details, and clear event sequences.
5.2 Use improvisation and dramatization to explore concepts in other content areas.	<p><b>Reading Lit #9</b> 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.</p> <p><b>Speaking &amp; Listening #1</b> 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.</p> <p><b>Speaking &amp; Listening #4</b> 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.</p>

<b>THEATRE</b>	<b>HISTORY-SOCIAL SCIENCE</b>
3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.	4.4#9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry.
5.1 Dramatize events in California history.	<p>4.2#5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>4.3#3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.</p> <p>4.3#4 Study the lives of women who helped build early California.</p> <p>4.4#1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union,</p>

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	<p>and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</p> <p>4.4#2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people.</p>
<p>5.2 Use improvisation and dramatization to explore concepts in other content areas.</p>	<p>4.4#5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p>