

**Common Core Curriculum Standards Supported by Bright Star Theatre's
Building Stories Production and Study Guide
Applicable English Language Standards listed by grades 1 through 6.**

Note: This production presents a variety of lessons in Character Education, Creative Writing and Theatre in addition to supporting Standards in Reading: Literature, Writing, Speaking and Listening.

English Language Arts Standards-Reading: Literature

• **Grade 1**

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

Craft and Structure:

[CCSS.ELA-LITERACY.RL.1.4](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

[CCSS.ELA-LITERACY.RL.1.5](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

[CCSS.ELA-LITERACY.RL.1.6](#)

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RL.1.7](#)

Use illustrations and details in a story to describe its characters, setting, or events.

English Language Arts Standards-Reading: Literature

• **Grade 2**

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

Craft and Structure:[CCSS.ELA-LITERACY.RL.2.5](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas:[CCSS.ELA-LITERACY.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.

English Language Arts Standards-Reading: Literature**• Grade 3****Key Ideas and Details:**[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.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 events

Craft and Structure:[CCSS.ELA-LITERACY.RL.3.4](#)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

[CCSS.ELA-LITERACY.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.

English Language Arts Standards-Reading: Literature**• Grade 4****Key Ideas and Details:**[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.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:

[CCSS.ELA-LITERACY.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:

[CCSS.ELA-LITERACY.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.

English Language Arts Standards-Reading: Literature

• Grade 5

Key Ideas and Details:

[CCSS.ELA-LITERACY.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.

Craft and Structure:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.RL.5.5](#)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

English Language Arts Standards-Writing

• Grade 1

Text Types and Purposes:

[CCSS.ELA-LITERACY.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:

[CCSS.ELA-LITERACY.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.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.1.7](#)

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

[CCSS.ELA-LITERACY.W.1.8](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

English Language Arts Standards-Writing

• Grade 2

Text Types and Purposes:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.W.2.2](#)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

[CCSS.ELA-LITERACY.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.

English Language Arts Standards-Writing

• Grade 3

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.3.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

[CCSS.ELA-LITERACY.W.3.1.B](#)

Provide reasons that support the opinion.

[CCSS.ELA-LITERACY.W.3.1.D](#)

Provide a concluding statement or section.

[CCSS.ELA-LITERACY.W.3.2.B](#)

Develop the topic with facts, definitions, and details.

[CCSS.ELA-LITERACY.W.3.2.D](#)

Provide a concluding statement or section.

[CCSS.ELA-LITERACY.W.3.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.3.3.A](#)

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.3.3.B](#)

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

[CCSS.ELA-LITERACY.W.3.3.C](#)

Use temporal words and phrases to signal event order.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.3.4](#)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.3.7](#)

Conduct short research projects that build knowledge about a topic.

English Language Arts Standards-Writing

• Grade 4

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.4.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.4.1.A](#)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

[CCSS.ELA-LITERACY.W.4.1.D](#)

Provide a concluding statement or section related to the opinion presented.

[CCSS.ELA-LITERACY.W.4.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly..

[CCSS.ELA-LITERACY.W.4.2.D](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.4.2.E](#)

Provide a concluding statement or section related to the information or explanation presented.

[CCSS.ELA-LITERACY.W.4.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.4.3.A](#)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.4.3.B](#)

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

[CCSS.ELA-LITERACY.W.4.3.E](#)

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.4.6](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.4.9.A](#)

Apply *grade 4 Reading standards* to literature (e.g., "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].").

English Language Arts Standards-Writing

• Grade 5

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.5.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.5.1.D](#)

Provide a concluding statement or section related to the opinion presented.

[CCSS.ELA-LITERACY.W.5.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.5.2.D](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.5.2.E](#)

Provide a concluding statement or section related to the information or explanation presented.

[CCSS.ELA-LITERACY.W.5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.5.3.A](#)

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.5.3.B](#)

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

[CCSS.ELA-LITERACY.W.5.3.D](#)

Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-LITERACY.W.5.3.E](#)

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.5.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.5.6](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.5.8](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

[CCSS.ELA-LITERACY.W.5.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Arts Standards-Writing

• Grade 6

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.1.E](#)

Provide a concluding statement or section that follows from the argument presented.

[CCSS.ELA-LITERACY.W.6.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.6.2.D](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.6.2.E](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.2.F](#)

Provide a concluding statement or section that follows from the information or explanation presented.

[CCSS.ELA-LITERACY.W.6.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.6.3.A](#)

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-LITERACY.W.6.3.B](#)

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.6.3.D](#)

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CCSS.ELA-LITERACY.W.6.3.E](#)

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.6.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.6.6](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.6.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.6.9.B](#)

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

English Language Arts Standards-Reading: Speaking and Listening

• Grade 1

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.1.1.A](#)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.1.1.B](#)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

[CCSS.ELA-LITERACY.SL.1.1.C](#)

Ask questions to clear up any confusion about the topics and texts under discussion.

[CCSS.ELA-LITERACY.SL.1.2](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.1.3](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.1.4](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

[CCSS.ELA-LITERACY.SL.1.5](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

English Language Arts Standards-Reading: Speaking and Listening

• Grade 2

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.2.1.A](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.2.1.B](#)

Build on others' talk in conversations by linking their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.2.1.C](#)

Ask for clarification and further explanation as needed about the topics and texts under discussion.

[CCSS.ELA-LITERACY.SL.2.2](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.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:

[CCSS.ELA-LITERACY.SL.2.4](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

English Language Arts Standards-Reading: Speaking and Listening

• **Grade 3**

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.3.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[CCSS.ELA-LITERACY.SL.3.1.B](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.3.3](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.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.

English Language Arts Standards-Reading: Speaking and Listening

• Grade 4

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.4.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[CCSS.ELA-LITERACY.SL.4.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.4.1.C](#)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

[CCSS.ELA-LITERACY.SL.4.1.D](#)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[CCSS.ELA-LITERACY.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:

[CCSS.ELA-LITERACY.SL.4.4](#)

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.

[CCSS.ELA-LITERACY.SL.4.6](#)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](#) for specific expectations.)

English Language Arts Standards-Reading: Speaking and Listening

• Grade 5

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.5.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.5.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[CCSS.ELA-LITERACY.SL.5.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.5.1.C](#)

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[CCSS.ELA-LITERACY.SL.5.1.D](#)

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.5.4](#)

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.

[CCSS.ELA-LITERACY.SL.5.6](#)

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

English Language Arts Standards-Reading: Speaking and Listening

• Grade 6

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.6.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.2](#)

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.6.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)