

Fellers Mask Making Common

CORE Alignment K-5

Key

RF.....Reading Foundations (ELA)

W.....Writing (ELA)

SL.....Speaking & Listening (ELA)

G.....Geometry (Math)

R.....Rhythm (Music)

M.....Melody (Music)

F.....Form (Music)

EQ.....Expressive Qualities (Music)

C.....Criticism (Visual Arts)

P.....Production (Visual Arts)

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Kindergarten

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a Recognize and produce rhyming words.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b Continue a conversation through multiple exchanges.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

K.G.1-3 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6 Compose simple shapes to form larger shapes.

(K)R.2.s Speak/sing duple meter using rhymes, poems, and songs.

(K)M.2 Sing songs with a limited range.

(K)F.1.c Create dramatizations to illustrate phrases in a poem, rhyme, or song.

(K)EQ.3 Participate in an ensemble while following a conductor.

(K)C.2.a Name lines, shapes, and colors.

(K)C.5 Share/evaluate own artwork.

(K)C.5.a Show their own artwork to others.

(K)C.5.b Tell others about their own artwork.

(K)P.2 Demonstrate design principles.

First Grade

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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.

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.

SL.1.1a 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).

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6 Produce complete sentences when appropriate to task and situation. (See L.1.1-2 for specific expectations.)

1.G.(1-3) Reason with shapes and their attributes.

(1)R.2.s Speak/sing with the strong and weak pulse/beat in duple meter using rhymes, poetry, and songs.

(1)M.2 Demonstrate melodic patterns (Sol-Mi, Sol-Mi-La) in moveable Do with Curwen hand signs and solfège.

(1)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in a poem, rhyme, or song.

(1)EQ.3 Participate in an ensemble while following a conductor.

(1)C.2.a Identify elements of art-lines, shapes, colors, textures.

(1)C.5 Share/evaluate own artwork

(1)C.5.a Tell what is good in their own artwork.

Second Grade

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.

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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

SL.2.1a 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).

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See L.2.1-3 specific expectations.)

2.G.(1-3) Reason with shapes and their attributes.

(2)R.2.s Speak/sing the pulse/accent in duple and triple meter using rhymes, poetry, and songs.

(2)M.2 Demonstrate melodic patterns (Sol-Mi-La-Do-Re) in moveable Do with Curwen hand signs and solfège.

(2)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in a poem, rhyme, or song.

(2)EQ.3 Participate in an ensemble while following a conductor.

(2)C.2.b Tell how the elements in a work of art are arranged.

(2)C.5 Share/evaluate own artwork.

(2)P.2 Demonstrate design principles.

Third Grade

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definitions, and details.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

SL.3.1b 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).

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See L.3.1-3.)

3.G.(1-2) Reason with shapes and their attributes.

(3)R.2.s Speak/sing accented and unaccented beats in duple and triple meter using rhymes, poetry, and songs.

(3)M.2 Demonstrate melodic patterns (Sol-Mi-La-Do-Re-Do¹-Sol₁-La₁) in moveable Do with Curwen hand signs and solfège.

(3)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in rhymes, poems, and songs.

(3)EQ.3 Participate in an ensemble while following a conductor.

(3)C.5 Share/evaluate own artwork.

(3)P.2 Demonstrate design principles.

Fourth Grade

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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 W.4.1-3.)

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.

SL.4.1a 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.

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.

4.G.(1-3) Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

(4)R.2.s Manipulate accented and unaccented beats to convert duple to triple meter using rhymes, poetry, and songs.

(4)M.2 Demonstrate melodic patterns (Sol-Mi-La-Do-Re-Do¹-Fa-Ti-Sol₁-La₁) in moveable Do with Curwen hand signs and solfège.

(4)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in rhymes, poems, and songs.

(4)EQ.3 Participate in an ensemble while following a conductor.

(4)C.5 Share/evaluate own artwork

(4)P.2 Demonstrate design principles.

Fifth Grade

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

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.

SL.5.2 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.

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.

NV.5.3 Coordinate Geometry and Lines of Symmetry

(5)M.2 Demonstrate melodic patterns (Sol-Mi-La-Do-Re-Do¹-Fa-Ti-Sol₁-La₁) in moveable Do with Curwen hand signs and solfège.

(5)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in rhymes, poems, and songs.

(5)EQ.3 Participate in an ensemble while following a conductor.

(5)C.5 Share/evaluate own artwork.

(5)P.2 Demonstrate design principles.