

Florida Standards for FAIRY TALES Study Guide
American Stage Fall 2020

Bolded standards are the ones directly noted in the study guide. Non-bolded standards still apply.

Pre-Show Activities
Predictions/KWL

Benchmark Results						
This document was generated by browsing, searching, or listing all entities on CPALMS - www.cpalms.org						
Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/Strand	Direct Link
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently.	Range of Reading and Level of Text Complexity	English Language Arts	K12	Reading	Click Here
LAFS.K12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge	English Language Arts	K12	Writing Standards	Click Here
LAFS.4.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or	Research to Build and Present Knowledge	English Language Arts	4	Writing Standards	Click Here

	<p>drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>					
LAFS.5.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,</p>	Research to Build and Present Knowledge	English Language Arts	5	Writing Standards	Click Here

	identifying which reasons and evidence support which point[s]”).					
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Adaptation/Author’s Purpose

Benchmark Results						
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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
LAFS.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Craft and Structure	English Language Arts	2	Reading Standards for Informational Text	Click Here
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	Integration of Knowledge and Ideas	English Language Arts	K	Reading Standards for Informational Text	Click Here
LAFS.K12.R.2.2.6	Assess how point of view or purpose shapes the content and style of a text.	Craft and Structure	English Language Arts	K12	Reading	Click Here
LAFS.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Integration of Knowledge and Ideas	English Language Arts	2	Reading Standards for Literature	Click Here
LAFS.K.RI.2.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas	Craft and Structure	English Language Arts	K	Reading Standards for Informational Text	Click Here

	or information in a text.					
LAFS.K.RL.2.6	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.	Craft and Structure	English Language Arts	K	Reading Standards for Literature	Click Here
LAFS.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Research to Build and Present Knowledge	English Language Arts	K	Writing Standards	Click Here
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Integration of Knowledge and Ideas	English Language Arts	K12	Reading	Click Here
LAFS.K12.SL.2.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Presentation of Knowledge and Ideas	English Language Arts	K12	Standards for Speaking and Listening	Click Here
LAFS.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading	Research to Build and Present Knowledge	English Language Arts	5	Writing Standards	Click Here

	<p>standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>					
LAFS.4.W.1.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an</p>	Text Types and Purposes	English Language Arts	4		

	<p>organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>					
LAFS.5.W.1.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered</p>	Text Types and Purposes	English Language Arts	5	Writing Standards	Click Here

	<p>reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>					
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Literature/Language Arts - Creation of a Story

Benchmark Results						
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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.	Reading Prose and Poetry	English Language Arts (B.E.S.T . - Effective starting 2021-2022)	2	Reading	Click Here
LAFS.2.RL.2.5	Describe the overall structure of a story, including describing	Craft and Structure	English Language Arts	2	Reading Standards for	Click Here

	how the beginning introduces the story and the ending concludes the action.	e			Literature	
LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Craft and Structure	English Language Arts	5	Reading Standards for Literature	Click Here
ELA.1.R.1.1	Identify and describe the main story elements in a story.	Reading Prose and Poetry	English Language Arts (B.E.S.T . - Effective starting 2021-2022)	1	Reading	Click Here
TH.1.O.1.1	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	Theatre	1	Organizational Structure	Click Here
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or	Key Ideas and Details	English Language Arts	1	Reading Standards for Literature	Click Here

	lesson.					
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.	Key Ideas and Details	English Language Arts	1	Reading Standards for Literature	Click Here
LAFS.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.	Key Ideas and Details	English Language Arts	K	Reading Standards for Literature	Click Here
TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	K	Skills, Techniques, and Processes	Click Here
LAFS.2.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Presentation of Knowledge and Ideas	English Language Arts	2	Standards for Speaking and Listening	Click Here
LAFS.4.RL.1.3	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).	Key Ideas and Details	English Language Arts	4	Reading Standards for Literature	Click Here
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, relevant	Communicating Through Writing	English Language Arts (B.E.S.T.	5	Communication	Click Here

	evidence from sources, elaboration, and an organizational structure with varied transitions.		- Effective starting 2021-2022)			
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.	Communicating Through Writing	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	5	Communication	Click Here
LAFS.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure	English Language Arts	4	Reading Standards for Informational Text	Click Here
LAFS.5.RI.2.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Craft and Structure	English Language Arts	5	Reading Standards for Informational Text	Click Here
LAFS.K12.R.2.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Craft and Structure	English Language Arts	K12	Reading	Click Here
LAFS.K12.W.1.3	Write narratives to develop real or	Text Types	English Language	K12	Writing Standards	Click Here

	imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	and Purposes	ge Arts			
LAFS.5.RL.1.2	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.	Key Ideas and Details	English Language Arts	5	Reading Standards for Literature	Click Here
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.	Reading Across Genres	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	1	Reading	Click Here
ELA.2.R.3.2	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.	Reading Across Genres	English Language Arts (B.E.S.T. - Effective starting 2021-2022)	2	Reading	Click Here
ELA.K.R.3.2	Retell a text orally to enhance comprehension:	Reading Across Genres	English Language Arts	K	Reading	Click Here

	<p>a. Use main character(s), setting, and important events for a story.</p> <p>b. Use topic and details for an informational text.</p>		(B.E.S.T. - Effective starting 2021-2022)			
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Social Studies/World Languages

Geography

Benchmark Results						
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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/Strand	Direct Link
SS.5.G.4.2	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.	Uses of Geography	Social Studies	5	Geography	Click Here
WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.	Comparisons	World Languages	K12	Intermediate Mid	Click Here
SS.2.G.1.4	Use a map to locate the	The World in Spatial	Social Studies	2	Geography	Click Here

	countries in North America (Canada, United States, Mexico, and the Caribbean Islands).	Terms				
SS.3.G.2.1	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).	Places and Regions	Social Studies	3	Geography	Click Here
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.	Pre-Columbian North America	Social Studies	5	American History	Click Here

Spanish Language

Benchmark Results

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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge	Direct Link
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					dge/ Strand	
WL.K12. IH.8.1	Compare similarities and differences between the target language and own language.	Comparisons	World Languages	K12	Intermediate High	Click Here
WL.K12. IM.8.1	Compare language structures and skills that transfer from one language to another.	Comparisons	World Languages	K12	Intermediate Mid	Click Here
WL.K12. NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.	Interpersonal Communication	World Languages	K12	Novice High	Click Here
WL.K12. NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	Comparisons	World Languages	K12	Novice Low/Mid	Click Here
WL.K12. NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	Communities	World Languages	K12	Novice High	Click Here
WL.K12. NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	Interpersonal Communication	World Languages	K12	Novice Low/Mid	Click Here

WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	Presentation al Speaking	World Languages	K12	Novice Low/Mid	Click Here
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Art/Social Skills

Benchmark Results						
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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	1	Skills, Techniques, and Processes	Click Here
TH.1.S.3.2	Describe characters and plot development discovered during dramatic play.	Through purposeful practice, artists learn to manage, master, and refine	Theatre	1	Skills, Techniques, and Processes	Click Here

		simple, then complex, skills and techniques.				
TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	2	Skills, Techniques, and Processes	Click Here
TH.2.S.3.2	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	2	Skills, Techniques, and Processes	Click Here
TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Theatre	3	Historical and Global Connections	Click Here
TH.5.O.1.2	Research types of props that might be found in a play.	Understanding the organizational structure of an art form	Theatre	5	Organizational Structure	Click Here

		provides a foundation for appreciation of artistic works and respect for the creative process.				
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Theatre	K	Innovation, Technology, and the Future	Click Here
TH.K.S.1.2	Describe play-acting, pretending, and real life.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	K	Skills, Techniques, and Processes	Click Here
TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	K	Skills, Techniques, and Processes	Click Here
TH.1.O.2	Describe in	The	Theatre	1	Organiz	Click

.1	words or by drawing a picture, the most exciting part in the story line of a play.	structural rules and conventions of an art form serve as both a foundation and departure point for creativity.			ational Structure	Here
TH.3.S.2.1	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	Theatre	3	Skills, Techniques, and Processes	Click Here
TH.3.S.3.4	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	3	Skills, Techniques, and Processes	Click Here
TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	Theatre	5	Skills, Techniques, and Processes	Click Here

	create an environment.					
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Post-Show Reflection

Benchmark Results

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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
LAFS.K.12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research to Build and Present Knowledge	English Language Arts	K12	Writing Standards	Click Here
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Theatre	2	Critical Thinking and Reflection	Click Here
TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.	The structural rules and conventions of an art form serve as both a foundation and departure	Theatre	3	Organizational Structure	Click Here

		point for creativity.				
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	Theatre	3	Skills, Techniques, and Processes	Click Here
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	Theatre	4	Historical and Global Connections	Click Here
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Theatre	4	Organizational Structure	Click Here
TH.4.O.3.2	a. Explore how theatre is used to understand different cultures.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Theatre	4	Organizational Structure	Click Here

TH.K.C.3.2	Share reactions to a live theatre performance.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	Theatre	K	Critical Thinking and Reflection	Click Here
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Theatre	5	Organizational Structure	Click Here
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary Acquisition and Use	English Language Arts	K12	Language Standards	Click Here

Theater Extended Activities

Benchmark Results

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Benchmark#	Description	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	Theatre	5	Critical Thinking and Reflection	Click Here
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.	Careers in and related to the arts significantly and positively impact local and global economies.	Theatre	3	Innovation, Technology, and the Future	Click Here
TH.2.F.2.1	Identify the jobs people can have in a theater.	Careers in and related to the arts	Theatre	2	Innovation, Technol	Click Here

		significantly and positively impact local and global economies.			ogy, and the Future	
TH.2.O.3.1	Identify theatrical elements and vocabulary found in everyday life.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	Theatre	2	Organizational Structure	Click Here
TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.	Careers in and related to the arts significantly and positively impact local and global economies.	Theatre	4	Innovation, Technology, and the Future	Click Here
TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	Theatre	5	Innovation, Technology, and the Future	Click Here

LAFS.K 12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary Acquisition and Use	English Language Arts	K12	Language Standards	Click Here
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