

SPiRiT **SiRiES**

APPLICATION OF COMMON CORE STANDARDS BALLAD OF SITTING BULL

The following Common Core English Language Arts Standards are addressed in class lecture, reading, writing, discussion, as well as play preparation and presentation:

Reading: Literature

- **RL.5.1** – quote accurately from text
- **RL.5.2** – theme of story or drama
- **RL.5.3** – compare & contrast characters, settings, or events
- **RL.5.4** – figurative language—metaphor & simile
- **RL.5.5** – structural analysis: sentence, scene & stanza
- **RL.5.6** – narrator point of view
- **RL.5.10** – comprehension of high-end literature text

Reading: Informational Text

- **RI.5.1** – accurate quotation from text
- **RI.5.2** – main ideas; summarize text
- **RI.5.3** – events, ideas, or concepts in historical text
- **RI.5.4** – domain-specific words
- **RI.5.6** – multiple accounts of the same event or topic
- **RI.5.9** – integration from several texts on same topic
- **RI.5.10** – comprehension of high-end informational text

Reading: Foundational Skills

- **RF.5.3** – phonics & word analysis skills
- **RF.5.3a** – unfamiliar multisyllabic words
- **RF.5.4** – reading accuracy & fluency
- **RF.5.4a** – reading with purpose & understanding
- **RF.5.4b** – reading prose & poetry orally
- **RF.5.4c** – self-correcting word recognition & understanding

Writing

- **W.5.1** – support claims with reason and evidence
- **W.5.1a** – logical structure
- **W.5.1c** – support with facts & details
- **W.5.1d** – concluding statement
- **W.5.3** – written narratives
- **W.5.3a** – situation & event sequence
- **W.5.3b** – narrative techniques
- **W.5.3c** – transitional words & phrases
- **W.5.3d** – sensory detail
- **W.5.3e** – conclusion from narrative
- **W.5.4** – writing appropriate to task, purpose & audience
- **W.5.5** – revising, editing, rewriting
- **W.5.6** – short research project
- **W.5.9** – evidence to support analysis & reflection
- **W.5.10** – extended & short writing time frames

Speaking and Listening

- **SL.5.1** – collaborative discussions on grade 5 topics
- **SL.5.1a** – preparation for discussion
- **SL.5.1b** – agreed-upon discussion rules & roles
- **SL.5.1c** – comments that contribute & elaborate
- **SL.5.1d** – conclusions drawn from discussion
- **SL.5.2** – information summarized from diverse presentation
- **SL.5.4** – report on a topic or present an opinion
- **SL.5.5** – multimedia presentations
- **SL.5.6** – adapt speech to context or task: formal English

Language

- **L.5.1** – grammar conventions: writing or speaking
- **L.5.3** – knowledge of language: write, speak, read, listen
- **L.5.3b** – English dialects in stories, dramas, or poems
- **L.5.4** – unknown or multiple meaning words
- **L.5.4a** – context as clue to meaning
- **L.5.4c** – reference materials (e.g. glossaries)
- **L.5.5** – figurative language & nuances
- **L.5.5a** – similes & metaphors
- **L.5.5b** – common idioms, adages, and proverbs

APPLICATION OF CALIFORNIA STATE STANDARDS BALLAD OF SITTING BULL

HISTORY/SOCIAL SCIENCE

- Chronological and Spatial Thinking (1,2,3,4,5)
- Research, Evidence, Point of View (1,2)
- Historical Interpretation (1,2,3)

- History 5.1.1 - geography & American Indian way of life
- History 5.1.2 - Native Am. customs & folklore
- History 5.1.3 - Am. Indian economy/government
- History 5.3.1 - control of North America
- History 5.3.2 - coop between colonists & Indians
- History 5.3.4 - broken treaties & massacres
- History 5.3.5 - internecine Indian conflicts
- History 5.3.6 - significant leaders
- History 5.8.4 - overland trails to the West

PERFORMING ARTS

- Theatre 5.1.1 - vocabulary of theatre
- Theatre 5.1.2 - elements of plot
- Theatre 5.2.2 - blocking
- Theatre 5.2.3 - participate in theatre performance
- Theatre 5.3.1 - create props/costumes
- Theatre 5.4.1 - criteria for critique
- Theatre 5.5.1 - dramatize other curriculum areas

