Florida Treasures

A "Viva Florida" History Exploration

STUDY GUIDE

Use this Study Guide to enhance the educational experience of this FLORIDA HISTORY based show!

ALL ABOUT A.C.T. For Youth

A.C.T For Youth is an acclaimed professional touring theatre company based in Orlando, Florida.

Each year, the Atlantic Coast Theatre performs hundreds of shows for thousands of students across the United States.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals– not to mention the thousands of children & families who see A.C.T. shows each year!

Entertainment

Education

The theatre has been awarded placement on:

~Florida State Touring Roster~
~Hillsborough County Artist Roster~
~SC Arts Commission Roster Of Approved Artists~
~Raleigh/Wake County, NC United Arts Roster~

Viva Florida!

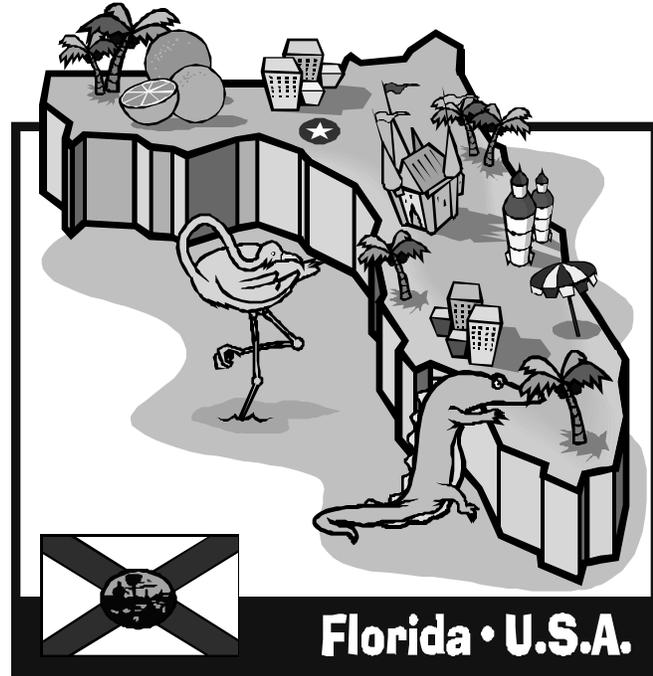The state of Florida is honoring
500 years of Florida history during
its **VIVA FLORIDA 500** celebration.

FLORIDA TREASURES
is an interactive live theatre
presentation written and performed by
the Atlantic Coast Theatre For Youth.

Florida • U.S.A.

500 Years Ago

In The Year 1492
Columbus Sailed The Ocean Blue!

So may of us know this popular phrase.
~BUT~
What happened during the time between
when Columbus discovered America in 1492
and when the Pilgrims landed on
Plymouth Rock in Massachusetts in 1620?

THE AMERICAS WERE EXPLORED
BY EXPLORERS FROM EUROPE!

Ponce de Leon

The Spanish Explorer, PONCE DE LEON, was
the first European Explorer to discover the
land we now know as the state of Florida! Ponce de Leon landed on the
Florida coast on April 2 in the year 1513. He landed somewhere between
St. Augustine and Melbourne Beach. Nobody is certain where he landed,
and historians differ in their beliefs. He thought the land was actually an
island instead of a peninsula. He called the land he discovered
LA FLORIDA!

Florida History Timeline

(This Timeline is helpful in understanding many parts of the show- FLORIDA TREASURES)

1492
Columbus discovers America

1513
Juan Ponce de Leon lands on the coast
He calls the land "LA FLORIDA"

1521
Juan Ponce de Leon returns to Florida
He is attacked by Native Americans
He flees to Cuba, where he dies from wounds

1528
The Timucuan Princess Ulele saves the life
of the explorer, Juan Ortiz

1539
Juan Ortiz becomes a translator for Hernando de Soto
Hernando de Soto and his followers celebrate the
first Christmas in Tallahassee

1559
Captain Tristan de Luna temporarily establishes the
settlement of Pensacola, Florida

1565
St. Augustine is established

1763
Spain gives control of Florida to England

1783
Spain regains control of Florida from England

1819
The U.S. purchases Florida from Spain

1845
Florida becomes a state

1963
The Kennedy Space Center in Cape Canaveral
is named in memory of President Kennedy

1971
Disney World opens in Orlando, FL

MAP OF FLORIDA ACTIVITY

MARIANNA

PENSACOLA

JACKSONVILLE

⊙ TALLAHASSEE

PANAMA CITY

ST. AUGUSTINE

GAINESVILLE

DAYTONA BEACH

OCALA

LEESBURG

ORLANDO COCOA BEACH

KISSIMMEE

NEW PORT RICHEY

MELBOURNE

CLEARWATER TAMPA

VERO BEACH

ST. PETERSBURG

PORT ST. LUCIE

SARASOTA SPRINGS

WEST PALM BEACH

VENICE

BELLE GLADE

FORT MEYERS

BOCA RATON

FT. LAUDERDALE

EAST NAPLES

MIAMI

HOMESTEAD

1) Draw a big **RED** circle around the space between St. Augustine and Melbourne
   (Historians believe Juan Ponce de Leon landed somewhere in this space in **1513**.)
2) Draw a **BLUE** circle around Pensacola
   (The city of Pensacola was temporarily established in **1559**.)
3) Draw an **ORANGE** circle around St. Augustine
   (This is the oldest city in America! It was established in **1565**.)
4) Draw a **PURPLE** circle around Tallahassee
   (Tallahassee is Florida's State Capital. Florida became a state in **1845**.)
5) Draw a **YELLOW** circle around Cocoa Beach and Melbourne
   (This area is where the Kennedy Space Center resides. It was named in **1963**.)
6) Draw a **GREEN** circle around Orlando
   (Disney World is in Orlando. Disney World opened to tourists in **1971**.)

BUILDING A LARGE PROP

A "prop" is an item that an actor carries or uses on stage.
Many times, your props are small, but sometimes they are large.
For FLORIDA TREASURES, we needed to build a treasure chest prop.
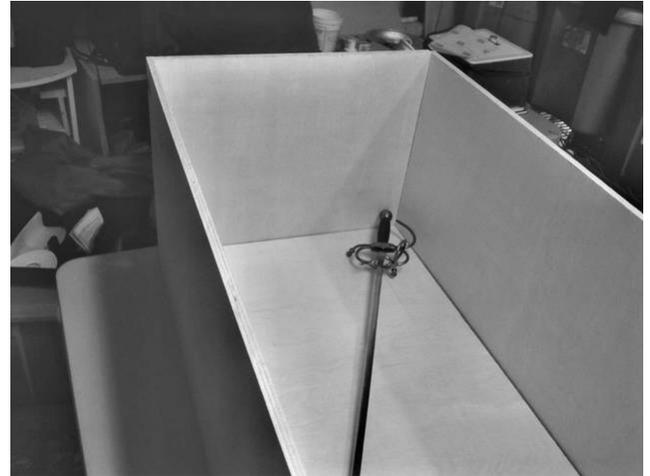
TREASURE CHEST

If you are going to build a box for a show, it is important to know all the items we will need to fit in the box. We knew that the treasure chest would hold long swords, so Don made a tape line on the floor to make sure his measurements were correct BEFORE he went to buy the wood for the box.

Theatres have to use MATH SKILLS too. Don used geometry (the math that figures out shapes) to build the box. See how Don's measurements worked out perfectly. The sword will fit into the treasure chest, and we will have room for all of the other props that must come out of the box during the performance.
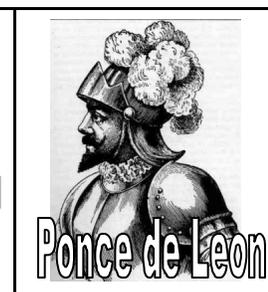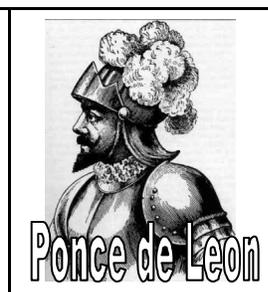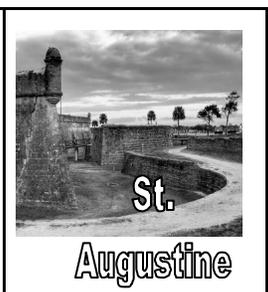
We wanted the wood for the box to be both light and strong. We needed the box to not weigh too much, but it had to be sturdy for the performances.
In this picture, Don is working to securely build the box. He used nails, screws, wood glue, putty, and brackets to make the box a strong structure.

The last step is painting and "dressing" the treasure chest. In the photo, Don is painting the box to look like the old wood of a treasure chest washed on the beach. After he finishes painting, he will add items, like leather strap pieces, to "dress" the box in order to make it look like a treasure chest.

BUILDING A PROP ACTIVITY

Try to draw the treasure chest from your memory.
Think about all of the different details you saw during the show.

List all of the items pulled out of the treasure chest in the show.
Can you remember them all???

Memory Match Game

Florida	Florida	Ponce de Leon	Ponce de Leon	St. Augustine	St. Augustine
Pensacola	Pensacola	Conquistador Helmet	Conquistador Helmet	Spanish Colonial Flag	Spanish Colonial Flag
Swords	Swords	Viva Florida	Viva Florida	French Colonial Flag	French Colonial Flag
Princess Ulele	Princess Ulele	Spanish Ship	Spanish Ship	Sea Shanty	Sea Shanty
Tourists	Tourists	Space Program	Space Program	Hurricane	Hurricane
Florida Beaches	Florida Beaches	Theme Parks	Theme Parks	Florida Oranges	Florida Oranges
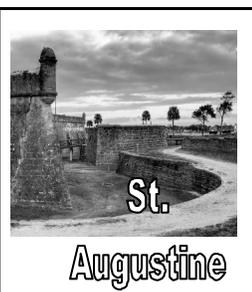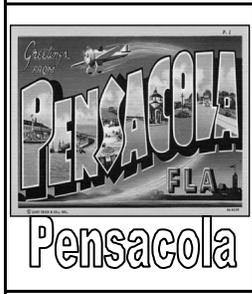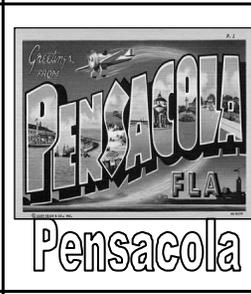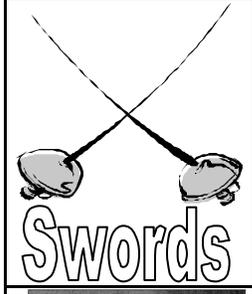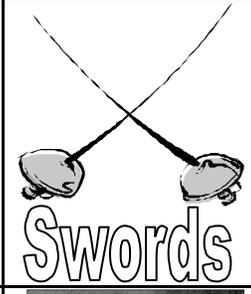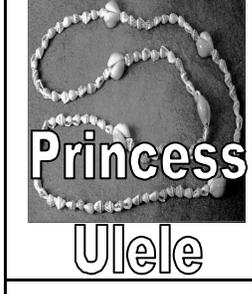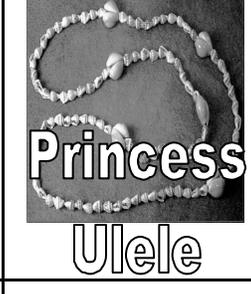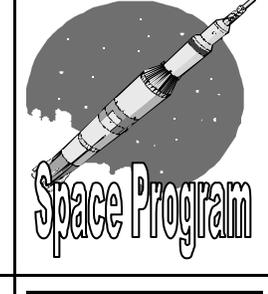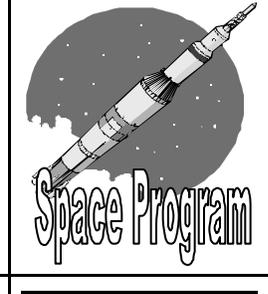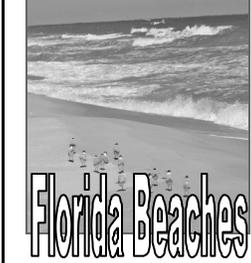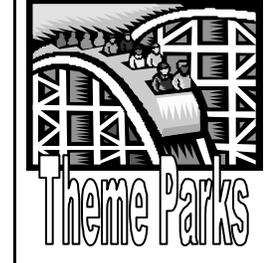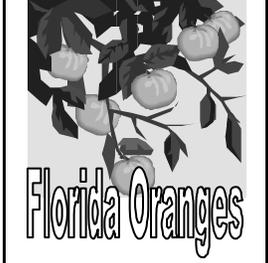
PRE-SHOW ACTIVITIES

- You will be seeing a live theatre production. Discuss the difference between watching a live performance and TV or Movies. What "THEATRE MANNERS" are required when watching a play?

- Familiarize yourself with the FLORIDA HISTORY TIMELINE and the FLORIDA MAP found in this study guide.

- Talk about our state of Florida. What do you like about living in Florida? What do you think tourists like when they come visit our state?

POST-SHOW ACTIVITIES

- HISTORICAL JOURNAL ACTIVITY
  - Imagine that you are JUAN PONCE DE LEON, the first European Explorer to set foot on Florida. (Remember that this is 500 years ago!)
  - First imagine that you are on the Spanish ship. What do you see? How does it feel when the waves rock the ship?
  - Write a journal entry about the journey on the ship.
  - Then imagine you have reached the land that you named "La Florida". Think about what you see, smell, and hear as you walk onto the land. How do you feel about this new land?
  - Write a journal entry about your exploration of "La Florida".
  - Share your journal with the other explorers in your class.

- Read the page about Atlantic Coast Theatre's Don Gruel building the Treasure Chest Prop. Afterwards, complete the "Prop Building Activity" worksheet provided in this study guide.

- Play the MEMORY MATCH GAME provided in the study guide. While you play, can you remember the details from the play and how they correspond with the pictures on the memory match cards?

All About The Actors
Noel Holland & Don Gruel

Noel Holland

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!

Don Gruel

NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing   because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth.   It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!

Noel & her little sister, Meredith, putting on a play for family.

Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my "Star Wars" Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical <u>OKLAHOMA</u> when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!
Get involved in a play at school or in your community!

Write A Letter
To The Actors Activity

A.C.T. For Youth loves to receive letters from our audience!

POST CARD

ACT Actors
8297 Champions Gate Blvd
#188
Champions Gate, FL 33896

You will write letters all of your life!
You will write letters in school, to
correspond with friends and family,
and for your job one day!
It is very important to know
how to write a good letter.

Your teachers may want you to
write your letter in a proper
letter-writing style or format.
Here is an example of one style!

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would
like to thank all of you for showing us such
fantastic audience manners during the show!
Everyone was so respectful during the
performance. You laughed when things were
funny, but you were also able to quiet back
down so that everyone could hear. I don't
think that we heard anyone talking while the
actors were on stage. That was great! You
made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

YOU CAN SEND US

~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

Send your letters to:

Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

NATIONAL EDUCATION STANDARDS

&

NEXT GENERATION
FLORIDA SUNSHINE STATE STANDARDS

The following standards can be supported by:

- Watching the production
- Participating in the activities listed in the study guide
- Classroom discussion after the show

Florida History Standards

FLORIDA TREASURES– A VIVA FLORIDA HISTORY EXPLORATION
is a show based on Florida History.
These Next Generation Sunshine State Standards are addressed
in the show and during the use of the study guide.

SS.4.A.1.1
Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.3.1
Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.2
Describe causes and effects of European colonization on the Native American tribes of Florida.

SS.4.A.3.3
Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.4.A.3.6
Identify the effects of Spanish rule in Florida.

SS.4.A.3.7
Identify nations that controlled Florida before it became a United States territory.

SS.4.A.8.3
Describe the effect of the United States space program on Florida's economy and growth.

SS.4.A.8.4
Explain how tourism affects Florida's economy and growth.

SS.4.A.9.1
Utilize timelines to sequence key events in Florida history.

NA-T.K-4.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts

Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts

Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

NA-T.K-4.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances

Students explain how the wants and needs of characters are similar to and different from their own

Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NA-T.K-4.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life

Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

NA-M.K-4.9
UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

Students demonstrate audience behavior appropriate for the context and style of music performed

NA-T.5-8.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts

Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes

Students express and compare personal reactions to several art forms

Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7
ANAYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

NA-M.5-8.7
EVALUATING MUSIC AND MUSIC PERFORMANCES

Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

FLORIDA SUNSHINE STATE STANDARDS- THEATRE

KINDERGARTEN
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.
TH.K.S.1.2	Describe play-acting, pretending, and real life.
TH.K.S.1.3	Describe personal preferences related to a performance.
TH.K.S.2.1	Pretend to be a character from a given story.
TH.K.O.1.1	Share opinions about a story with classmates.
TH.K.O.2.1	Draw a picture of a favorite scene from a play.
TH.K.H.3.1	Describe feelings related to watching a play.

GRADE 1
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
TH.1.C.2.2	Identify elements of an effective performance.
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.
TH.1.S.1.3	Explain personal preferences related to a performance.
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play.
TH.1.H.3.1	Identify similarities between plays and stories.

GRADE 2
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.
TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.
TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.
TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
TH.2.S.1.3	Explain, using specific examples, why some individuals may or may not like a particular performance.
TH.2.O.1.1	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2	Explain the difference between the stage, backstage, and audience areas.
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.O.2.1	Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
TH.2.F.2.1	Identify the jobs people can have in a theater.

GRADE 3
TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, & sound influence the mood of the production.
TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.
TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.
TH.3.S.1.2	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
TH.3.S.3.3	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
TH.3.S.3.4	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
TH.3.O.1.1	Describe how an actor creates a character.
TH.3.O.1.2	Discuss why costumes and makeup are used in a play.
TH.3.O.2.1	Describe what happened in a play, using age-appropriate theatre terminology.
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.

GRADE 4
TH.4.C.3.1	Identify the characteristics of an effective acting performance.
TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.3.1	Explain how theatre fInd its conventions are used to communicate ideas.
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
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.
TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.

GRADE 5

TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.
TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.
TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.
TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
TH.5.O.1.1	Explain an actor's choices in the creation of a character for a scene or play.
TH.5.O.1.2	Make a list of the types of props that might be found in a play.
TH.5.O.1.3	Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.
TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2	Compare theatre to other modes of communication.
TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
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.

FLORIDA SUNSHINE STATE STANDARDS– MUSIC

GRADE K

MU.K.C.2.1	Identify similarities and/or differences in a performance.
MU.K.C.3.1	Share opinions about selected pieces of music.
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.

GRADE 1

MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
MU.1.H.1.2	Explain the work of a composer.
MU.1.F.2.1	Describe how he or she likes to participate in music.

GRADE 2

MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
MU.2.F.2.1	Describe how people participate in music.

GRADE 3

MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.
MU.3.O.1.2	Identify and describe the musical form of a familiar song.
MU.3.F.2.1	Identify musicians in the school, community, and media.
MU.3.F.2.2	Describe opportunities for personal music-making.

GRADE 4

MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

GRADE 5

MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.

FLORIDA SUNSHINE STATE STANDARDS– LANGUAGE ARTS

GRADE K
LA.K.2.1.1   The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
LA.K.2.1.2   The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;

GRADE 1
LA.1.2.1.1   The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
LA.1.2.1.2   The student will retell the main events (e.g., beginning, middle, end) in a story;
LA.1.2.1.3   The student will identify the characters and settings in a story;
LA.1.2.1.5   The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.1.6.2.4   The student will identify authors, illustrators, or composers with their works.

GRADE 2
LA.2.2.1.1   The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folk tales, legends) and how they are alike and different;
LA.2.2.1.2   The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3   The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4   The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5   The student will respond to various literary selections (biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.7   The student will identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 3
LA.3.2.1.1   The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
LA.3.2.1.2   The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3   The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4   The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5   The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.7   The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 4
LA.4.2.1.1   The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, & media;
LA.4.2.1.2   The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3   The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4   The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5   The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.7   The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.4.2.1.8   The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present;

GRADE 5
LA.5.2.1.1   The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2   The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.4   The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5   The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.7   The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8   The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods