

MONSTERS! INK!

SAMPLE STANDARDS ALIGNMENT BY ACTIVITY GROUPS!

3D ACTIVITIES: K-12 STANDARD ALIGNMENT

K

- K.G.3. Identify shapes and objects as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- K.G.4. Analyze and compare two- and three-dimensional shapes and objects using informal language to describe their similarities, differences.

These standards will be met and reinforced as we explore the uses of 3D technology in movies and compare the experiences of 2D to 3D. Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

1

- 7.1.1 Recognize that living things have parts that work together.
- 7.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.

These standards will be met and reinforced as we explore how our eyes see regularly, how our eyes see 2D objects, and what happens in our eyes and brains when we use 3D glasses to look at specialized ‘3D’ images. We’ll explore the purpose of 3D technology as well as 3D glasses and why we need them and what problems they solve and what problems they cause.

2

- 7.Inq.1 Use senses and simple tools to make observations.
- 7.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.

These standards will be met and reinforced as we explore the uses of 3D technology in movies and compare the experiences of 2D to 3D. We’ll explore the purpose of 3D technology as well as 3D glasses and why we need them and what problems they solve and what problems they cause.

Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

3

- 7.T/E.2 Recognize that new tools, technology, and inventions are always being developed.

- 7.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.

These standards will be met and reinforced as we explore the uses of 3D technology in movies and compare the experiences of 2D to 3D. We'll explore the purpose of 3D technology as well as 3D glasses and why we need them, why we want them (why do students think that people want '3D?') and what problems they solve and what problems they cause. We'll look at why some venues prefer to use the polarized light method (ex. They can use more colors in their film) and why others prefer the two color lens style (ex. Cheaper to make?)

4

- 7.10.3 Determine whether a material is transparent, translucent, or opaque.
- 7.10.2 Investigate how light travels and is influenced by different types of materials and surfaces.

These standards will be met and reinforced as we explore the different techniques used to make images appear 3D including the materials used to make 3D glasses. We'll discuss why colored translucent material has to be used or polarized materials (and what happens when light is 'polarized') and how those materials influence our eyes and brains and what we see.

Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

5

- 7.T/E.2 Recognize that new tools, technology, and inventions are always being developed.
- 7.T/E.1 Describe how tools, technology, and inventions help to answer questions and solve problems.

These standards will be met and reinforced as we explore the uses of 3D technology in movies and compare the experiences of 2D to 3D. We'll explore the purpose of 3D technology as well as 3D glasses and why we need them, why we want them (why do students think that people want '3D?'), and what problems they solve and what problems they cause. We'll look at why some venues prefer to use the polarized light method (ex. They can use more colors in their film) and why others prefer the two color lens style (ex. Cheaper to make?)

6

- 7.T/E.1 Explore how technology responds to social, political, and economic needs.
- 7.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.

These standards will be met and reinforced as we explore the uses of 3D technology in movies and compare the experiences of 2D to 3D. We'll explore the purpose of 3D technology as well as 3D glasses and why we need them, why we want them (why do students think that people want '3D?'), and what problems they solve and what problems they cause (ex. Headaches, dizziness, increased cost of movie production, etc.)

7

- 7.1.6 Describe the function of different organ systems.

- 7.T/E.3 Compare the intended benefits with the unintended consequences of a new technology.

These standards will be met and reinforced as we explore how our eyes see regularly (and how our eyes and brains work together to form images), how our eyes see 2D objects, and what happens in our eyes and brains when we use 3D glasses to look at specialized '3D' images. Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

We'll explore the purpose of 3D technology as well as 3D glasses and why we need them, why we want them (why do students think that people want '3D'?), and what problems they solve and what problems they cause (ex. Headaches, dizziness, increased cost of movie production, etc.)

8

- 1.4.2 Explain polarization of light.
- 1.3.4 Investigate organs for perception of external stimuli.

These standards will be met and reinforced as we explore the different techniques used to make images appear 3D including the materials used to make 3D glasses. We'll discuss why colored translucent material has to be used or polarized materials (and what happens when light is 'polarized') and how those materials influence our eyes and brains and what we see.

Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

HS

- 1.4.2 Explain polarization of light.
- 1.3.4 Investigate organs for perception of external stimuli.
- 1.3.5 Identify the structures and functions of the body's sensory organs.

These standards will be met and reinforced as we explore the different techniques used to make images appear 3D including the materials used to make 3D glasses. We'll discuss why colored translucent material has to be used or polarized materials (and what happens when light is 'polarized') and how those materials influence our eyes and brains and what we see.

Students will be asked to compare the experience of looking at shadows and images without their 3D glasses and then with the 3D glasses and state whether they see any differences and if they do, what changed and how would they describe it, etc.

BUILDING CHARACTERS]: K-12 STANDARD ALIGNMENT

K

- RL.K.3. With prompting and support, identify characters in a story.
- RI.K.3. With prompting and support, describe the connection between two characters.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

1

- RL.1.3. Describe characters in a story, using key details.
- RL.1.7. Use illustrations and details to describe characters.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

2

- RL.2.7. Use information gained from illustrations to demonstrate understanding of characters.
- RL.2.6. Acknowledge differences between characters.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

3

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings).
- W.3.3.b) Use dialogue and descriptions (including actions, thoughts, and feelings) to show the response of characters to situations.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

4

- RL.4.3. Describe a character in depth.

- W.4.9 a. Describe a character in depth, drawing on specific details and evidence (e.g., from illustrations).

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

5

- RL.5.3. Compare and contrast two or more characters.
- RI.5.3. Explain the relationships or interactions between two or more individuals/characters.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

6

- RL.6.3. Describe characters, e.g., how they might and do respond to events or change.
- W.6.3 a) Introduce (and describe) a narrator and/or characters in a story.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

7

- RI.7.3. Analyze the interactions between individuals, e.g., in a story.
- RL.7.6. Develop and contrast the points of view of different characters.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

8

- RI.8.3. Make connections among and distinctions between individual characters.
- RL.8.3. Analyze how particular details (e.g., from illustrations) reveal aspects of a character.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics,

etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

HS

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, characters are introduced, how they are introduced and developed, and the connections that are drawn between them.

These standards will be met and reinforced as students build their characters (basically working on their story's 'illustrations' and developing their story's cast of characters) for their story and begin to develop ideas as to their personalities, relationships, similarities and differences, interactions, characteristics, and begin to etc., based on their character's physical features and details on the templates, any provided background/backstory information from the template source, and their own imaginations.

FAKEBOOK PAGES]: K-12 STANDARD ALIGNMENT

K

- RL.K.3. With prompting and support, identify characters in a story.
- RI.K.3. With prompting and support, describe the connection between two individuals in a text.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character.

1

- RL.1.3. Describe characters in a story, using key details.
- RL.1.7. Use illustrations and details to describe characters.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character.

2

- RL.2.7. Use information gained from illustrations [and words] to demonstrate understanding of characters.
- RL.2.6. Acknowledge differences in the points of view of characters.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

3

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings).
- W.3.3.b) Use dialogue and descriptions (including actions, thoughts, and feelings) to show the response of characters to situations.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

4

- RL.4.3. Describe a character in depth.
- W.4.3 b) Use dialogue and descriptions to show the responses of characters to situations.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

5

- RL.5.3. Compare and contrast two or more characters.
- RI.5.3. Explain the relationships or interactions between two or more individuals/characters.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

6

- RL.6.3. Describe how characters respond to events or change.
- W.6.3 a) Introduce (and describe) a narrator and/or characters in a story.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

7

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a story.
- RL.7.6. Develop and contrast the points of view of different characters.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

8

- RI.8.3. Make connections among and distinctions between individuals in a story.
- RL.8.3. Analyze how particular lines of dialogue and details reveal aspects of a character.

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

HS

- W.11-12.3 d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- RL.11-12.3. Analyze the impact of the author's choices regarding how the characters are introduced and developed).

These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)

[BUILDING SETTINGS]: K-12 STANDARD ALIGNMENT

K

- RL.K.3. With prompting and support identify (and develop) the setting(s) of a story.
- RI.K.3 With prompting and support identify (and develop) the setting(s) of a story.

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.

1

- RL.1.3. Describe (and develop) settings in a story, using key details.
- RL.1.7. Use illustrations and details to describe and develop setting of a story.

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.

2

- RL.2.7. Use [information gained from the] illustrations to demonstrate understanding of a story's setting.
- RI.2.7. Explain how specific images contribute to and clarify a story (e.g., the setting).

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.

3

- RL.3.7. Explain how specific aspects of [a text's] illustrations create mood and emphasize aspects of a setting.
- RI.3.7. Use information gained from illustrations to demonstrate understanding of (and determine) where, when, why, and how key events (may) occur in a story.

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and

eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Is your story an action story? A happy story or a tragic one? How does your setting help show that? What's going to happen in that building? Etc.

4

- RL.4.3. Describe in depth the setting of a story.
- W.4.9.a. Describe in depth the setting in a story or drama, drawing on specific details in the text/illustrations.

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.

5

- RL.5.3. Compare and contrast two or more [elements of] settings in a story, drawing on specific details in the text (e.g., illustrations & character interactions.)
- W.5.9.a Compare and contrast two or more [elements of] settings in a story or drama, drawing on specific details in the text (e.g., illustrations & character interactions.)

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. As they build and choose elements we'll discuss how they work together or clash beneficially or problematically (ex. City elements and rural elements, characters (ex. Monsters) contrasting with a more pastoral or urban setting, etc.) within the story 'structure' as a whole.

6

- RL.6.5. Analyze how a scene fits into the overall structure of and contributes to the development of the setting.
- W.6.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. As they build and choose elements we'll discuss how they work together or clash beneficially or problematically (ex. City elements and rural elements, characters (ex. Monsters) contrasting with a more pastoral or urban setting, etc.) within the story 'structure' as a whole.

7

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- W.7.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build about what role a setting takes in a story and how it affects a story and the characters who take part in it. As they choose and build elements we'll work to also develop mental 'pre-write' or 'proto-structure' of their plot and eventual stories.

8

- RL.8.2. Determine a theme or central idea of a story including its relationship to the characters, setting, and plot.
- W.8.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations.

Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot events and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.

As they build and choose elements we'll discuss how they work together or clash beneficially or problematically (ex. City elements and rural elements, characters (ex. Monsters) contrasting with a more pastoral or urban setting, etc.) within the story 'structure' as a whole.

HS

- W.9-10.3 d) Use precise words and phrases, telling details, and sensory elements to convey a vivid picture of the setting, and/or characters.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set)

These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build about what role a setting takes in a story and how it affects a story, particularly theirs. As they choose and build elements we'll work to also develop mental 'pre-write' or 'proto-structure' of their plot and eventual stories concerning what they'll be about, what the main ideas are, who the main characters and events are, etc.

DEVELOPING STORIES] K-12 STANDARD ALIGNMENT

K

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events,
- W.K.3. a. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.K.1. Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.

These standards will be met and reinforced as students participate in group discussion of creativity, inspiration, and practice developing, telling, (and writing) a variety of stories using story dice through games and activities.

1

- W.1.3. Craft narratives in which they recount two or more appropriately sequenced events,
- W.1.3. a) include some details regarding what happened,
- W.1.3. b) use temporal words to signal event order,
- W.1.3. c) provide some sense of closure.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice.

2

- W.2.3. Craft narratives in which they recount a well-elaborated event or short sequence of events,
- W.2.3. a) include details to describe actions, thoughts, and feelings,
- W.2.3. b) use temporal words to signal event order
- W.2.3. c) provide a sense of closure.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

3

- W.3.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- 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.
- W.3.3.c) Use temporal words and phrases to signal event order.
- W.3.3.d) Provide a sense of closure.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

4

- W.4.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3. a) Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3. b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3. c) Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

5

- W.5.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3. a) Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.
- W.5.3. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- W.5.3. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

6

- W.6.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3. a) Engage and orient the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

7

- W.7.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3. a) Engage and orient the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- W.7.3. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, , what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

8

- W.8.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, , what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

HS

- W.9-10.3. Craft narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3. a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- W.9-10.3. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3. d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3. e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

These standards will be met and reinforced as students participate in practicing developing, telling, and writing a variety of stories through games and activities using story dice. The different story elements we can/should include (where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

VIVID VERBIAGE! K-12 STANDARD ALIGNMENT

K

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5 d) Distinguish shades of meaning among words, e.g., verbs describing the same general action (e.g., walk, march, strut, prance), by acting out the meanings.

These standards will be met and reinforced as students participate in the discussion about vague vs vivid words and their effects on stories and audiences. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

1

- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.1.5. d) Distinguish shades of meaning among verbs, e.g. those differing in manner (e.g., look, peek, glance, stare, glare, scowl) and among adjective, e.g. those differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

2

- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5. b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words (emphasizing verbs & adjectives) throughout the games and activities.

3

- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.3.5. c) Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

4

- L.4.4. c) Consult reference materials (e.g., dictionaries, thesauruses) to find, determine the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and/or to words with similar but not identical meanings (synonyms).

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms (and antonyms) and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other and their opposites. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

5

- L.5.4. c) Consult reference materials (e.g., dictionaries, thesauruses) to find, determine the pronunciation of and determine or clarify the precise meaning of key words and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5. c) Use the relationship between particular words (e.g., synonyms) to better understand each of the words.

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

6

- L.6.4. Consult reference materials (e.g., dictionaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) to better understand each of the words.

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

7

- L.7.4 c) Consult general and specialized reference materials (e.g., dictionaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5 c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to better understand each of the words.

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

8

- L.8.4 c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.5 b) Use the relationship between particular words to better understand each of the words.
- L.8.5 c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute) to better understand each of the words.

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

HS

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, RI.9-10.4. a) including figurative, connotative, and technical meanings;
- RI.9-10.4. b) analyze the cumulative impact of specific word choices on meaning and tone in a story and/or in real life.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
- L.9-10.4. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4. b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- L.9-10.4. c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

These standards will be met and reinforced as students participate in the discussion about context clues and decoding words as well as vague vs vivid words and their effects on stories and audiences. We'll use thesauruses to find and explore synonyms and discuss whether not they all mean the exact same thing, or what the variations between them are—how they are similar and different from each other. Then we'll continue to reinforce what we discussed and explore shades of meaning between different words throughout the games and activities.

PLOT TWISTS! K-12 STANDARD ALIGNMENT

K

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events,
- W.K.3. a. Tell about the events in the order in which they occurred, and provide a reaction to what happened.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots of their stories, adding in interesting plot twists, and finalizing their rough drafts.

The different story elements we can/should include in order to make a good story (ex. Exciting plot twists) will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

1

- W.1.3. Craft narratives in which they recount two or more appropriately sequenced events,
- W.1.3. a) include some details regarding what happened,
- W.1.3. b) use temporal words to signal event order,
- W.1.3. c) provide some sense of closure.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots of their stories, adding in interesting plot twists, and finalizing their rough drafts.

The different story elements we can/should include in order to make a good story (ex. Exciting plot twists) will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

2

- W.2.3. Craft narratives in which they recount a well-elaborated event or short sequence of events,
- W.2.3. a) include details to describe actions, thoughts, and feelings,
- W.2.3. b) use temporal words to signal event order
- W.2.3. c) provide a sense of closure.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots of their stories, adding in interesting plot twists, and finalizing their rough drafts.

The different story elements we can/should include in order to make a good story (ex. Exciting plot twists) will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

3

- W.3.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.
- W.3.3.c) Use temporal words and phrases to signal event order.
- W.3.3.d) Provide a sense of closure.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts.

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

4

- W.4.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3. a) Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3. b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3. c) Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts..

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

5

- W.5.3. Craft narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3. a) Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.
- W.5.3. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students work on taking their characters and settings and developing the plots of their stories.

The different story elements we can/should include (vivid adj. & verbs, transitional words, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

6

- W.6.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3. a) Engage and orient the audience by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3. e) Provide a conclusion that follows from the narrated experiences or events.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts.

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

7

- W.7.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3. a) Engage and orient the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3. d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts..

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

8

- W.8.3. Craft narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- W.8.3. a. Engage and orient the audience by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3. d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts..

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

HS

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

These standards will be met and reinforced (and used as guidelines for student work and expected elements and outcomes) as students continue to work on taking their characters and settings and developing the plots (and adding in plot twists) to their stories and finalizing their rough drafts.

The different story elements we can/should include (vivid adj. & verbs, transitional words, dialogue, where are we/they, how did they feel, what did they say?, what happened, in what order, how did it all end? Etc.) in order to make a good story will be discussed and then reinforced with notes/reminders on the board and shown by example through modeling by the instructor.

[PEER EDITING] K-12 STANDARD ALIGNMENT

K

- SL.K.2. Confirm understanding of a text by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.1. Participate in collaborative conversations with diverse partners about texts with peers and adults in small and larger groups.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other and authors respond to questions and comments about their stories.

1

- SL.1.1. Participate in collaborative conversations with diverse partners about texts with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text, e.g., one read aloud.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other and authors respond to questions and comments about their stories.

2

- SL.2.1. Participate in collaborative conversations with diverse partners about texts with peers and adults in small and larger groups.
- SL.2.1. c) Ask for clarification and further explanation as needed about the texts under discussion.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other and authors respond to questions and comments about their stories.

3

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- SL.3.1. c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1. d) Explain their own ideas and understanding in light of the discussion.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide

constructive feedback to each other and authors respond to questions and comments about their stories.

4

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- 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.
- SL.4.1. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

5

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- 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.
- SL.5.1. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

6

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- 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.
- SL.6.1. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received reflect on them and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

7

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- SL.7.1. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1. d) Acknowledge new information expressed by others and, when warranted, modify their own views.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

8

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- SL.8.1. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

HS

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, building on others' ideas and expressing their own clearly.
- SL.9-10.1 c) Propel conversations by posing and responding to questions; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1 d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

These standards will be met and reinforced (and used as guidelines for expectations of students during the peer editing process) as students work together to edit stories and provide constructive feedback to each other. Then, authors will take the constructive feedback and notes they've received and determine what changes, if any, or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., when creating their final drafts.

POLISHING DRAFTS! K-12 STANDARD ALIGNMENT

K

- W.K.5.a With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.5. b. Develop and strengthen writing as needed by revising, editing, rewriting, and/or or trying a new approach.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

1

- W.1.5.b. With guidance and support from adults respond to questions and suggestions from peers.
- W.1.5.c. add details to strengthen writing as needed.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

2

- W.2.5. a) With guidance and support from adults and peers strengthen writing as needed by revising.
- W.2.5. b) With guidance and support from adults and peers strengthen writing as needed by editing.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

3

- W.3.5. c) With guidance and support from peers and adults, develop and strengthen writing as needed by editing,
- W.3.5. d) With guidance and support from peers and adults, develop and strengthen writing as needed by rewriting,
- W.3.5 e) With guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what

changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

4

- W.4.5.b With guidance and support from peers and adults, develop and strengthen writing as needed by revising, and editing.
- W.4.5.c With guidance and support from peers and adults, develop and strengthen writing as needed by editing.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

5

- W.5.5. c) With guidance and support from peers and adults, develop and strengthen writing as needed by editing,
- W.5.5. d) With guidance and support from peers and adults, develop and strengthen writing as needed by rewriting,
- W.5.5 e) With guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

6

- W.6.5. c) With guidance and support from peers and adults, develop and strengthen writing as needed by editing,
- W.6.5. d) With guidance and support from peers and adults, develop and strengthen writing as needed by rewriting,
- W.6.5 e) With guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

7

- W.7.5. c) With some guidance and support from peers and adults, develop and strengthen writing as needed by editing,

- W.7.5. d) With some guidance and support from peers and adults, develop and strengthen writing as needed by rewriting,
- W.7.5 e) With some guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach, to focus on how well purpose and audience have been addressed.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

8

- W.8.5. c) With some guidance and support from peers and adults, develop and strengthen writing as needed by editing,
- W.8.5. d) With some guidance and support from peers and adults, develop and strengthen writing as needed by rewriting,
- W.8.5 e) With some guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach, to focus on how well purpose and audience have been addressed.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

HS

- W.9-10.5. Develop and strengthen writing as needed by revising,
- W.9-10.5. c) Develop and strengthen writing as needed by editing,
- W.9-10.5. d) Develop and strengthen writing as needed by rewriting,
- W.9-10.5. e) Develop and strengthen writing as needed by trying a new approach,
- W.9-10.5. f) Develop and strengthen writing as needed by focusing on addressing what is most significant for a specific purpose and audience.

These standards will be met and reinforced as students work through the final draft/rewriting process and take the constructive feedback and notes they've received and determine what changes or expansions they're going to make to their stories, plots, characters, dialogue, details, order of events, etc., and then implement them while creating their final drafts of their stories.

STUDY STOP MOTION: K-12 STANDARD ALIGNMENT

K

- R.L.K.5. Analyze the structure of print or digital texts, including how specific elements (e.g., dialogue, phrases, music clips, etc.) and larger portions of the text (e.g., a section or scene) relate to each other and the whole.
- R.L.K.6. Assess how point of view or purpose shapes the content and style of a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

1

- RL.1.4. Identify words and phrases and other elements in print or digital stories that suggest feelings or appeal to the senses.
- RL.1.6. Assess how point of view or purpose shapes the content and style of a print or digital text.
- RL.1.6.a. Identify who is telling the story at various points in a print or digital text (ex. A narrator, the main character, a side character, etc.)

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

2

- R.L.2.5. Analyze the structure of print or digital texts, including how specific elements (e.g., dialogue, phrases, music clips, etc.) and larger portions of the text (e.g., a section or scene) relate to each other and the whole.
- RL.2.5.a Describe the overall structure of a print or digital story, including describing how the beginning introduces the story and the ending concludes the action.
- RI.2.6. Identify the main purpose of a print or digital text, including what the author wants to answer, explain, or describe.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

3

- RL.3.5. Refer to parts and elements of print or digital stories when writing or speaking about a text, e.g., using terms such as scene; describe how each successive part or element builds on earlier sections.
- RL.3.6. Assess how point of view or purpose shapes the content and style of a print or digital text.
- RI.3.6. Distinguish their own point of view from that of the author of a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

4

- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, elements, or information in a print or digital text or part of a text (e.g., a scene).
- RL.4.5. c) Refer to the structural elements of drama and films (e.g., casts of characters, settings, descriptions, dialogue, musical scores, etc.) when writing or speaking about a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

5

- RL.5.5. Explain how a series of scenes fits together to provide the overall structure of a particular print or digital story.
- RL.5.6. Describe how a narrator's or speaker's point of view and/or author's purpose influences how events are described or shown in a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

6

- RL.6.5. Analyze how a particular sentence, dialogue, chapter, scene, or element fits into the overall structure of a print or digital text and contributes to the development of the theme, setting, or plot.
- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a print or digital text.
- RI.6.6. Determine an author's point of view or purpose in a print or digital text and explain how it is conveyed in the text or film.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

7

- RL.7.5. Analyze how a story's or film's form or structure contributes to its meaning.
- RI.7.5. Analyze the structure an author uses to organize a print or digital text, including how the major sections and various elements contribute to the whole and to the development of the ideas.
- RI.7.6.a) Determine an author's point of view or purpose in a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

8

- RI.8.5. Analyze in detail the structure of a specific section in a print or digital text (e.g., paragraph or scene), including the role of particular sentences, elements of dialogue, or other story elements in developing and refining a key concept.
- RL.8.5. Compare and contrast the structure of two or more print or digital texts and analyze how the differing structure of each text contributes to its meaning and style.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

HS

- RL.9-10.5. Analyze how an author's choices concerning how to structure a print or digital text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RH.9-10.3. Analyze in detail a series of events described or shown in a print or digital text; determine whether earlier events caused later ones or simply preceded them.
- RL.9-10.7. Analyze the representation of a subject or a key scene in an artistic medium (e.g., film), including what is emphasized or absent.
- RI.9-10.6. Determine an author's point of view or purpose in a print or digital text and analyze how an author uses techniques to advance that point of view or purpose.
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular dialogue, scenes, or structure of a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students participate in learning about, watching, and analyzing stop motion films, film clips, and selected scenes from those films.

STOP MOTION PRACTICE/CHALLENGE: K-12 STANDARD ALIGNMENT

K

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story a scene or snapshot in a film depicts).

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together to create their story.

1

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.1.7. Use illustrations and details to describe a story's characters, setting, or events.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together to create their story.

2

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

3

- W.3.6. With guidance and support from adults, use technology to produce and publish print and digital writing and stories as well as to interact and collaborate with others.
- RL.3.5. Refer to parts of stories and films when writing or speaking about a print or digital text, using terms such as scene; describe how each successive part builds on earlier sections.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

4

- W.4.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.4.5. c) Refer to the structural elements of drama and film (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a print or digital text.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

5

- W.5.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.5.5. Explain how a series of scenes fit together to provide the overall structure of a particular print or digital story.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

6

- W.6.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.6.5. Analyze how a particular scene fits into the overall structure of a print or digital text and contributes to the development of the theme, setting, or plot.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

7

- W.7.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.7.5. Analyze the structure an author (including themselves as authors) uses to organize a print or digital text, including how the major sections contribute to the whole and to the development of the ideas.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

8

- W.8.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.8.5. Analyze in detail the structure of a specific paragraph, scene, or section in a print or digital text, including the role of particular elements, ex. Sentences, movements, structure; in developing and refining a key concept.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

HS

- W.9-10.6. Use technology to produce, publish, and update individual or shared writing products.
- W.9-10.6. c) Use technology to display information (including stories) flexibly and dynamically.
- RL.9-10.5. Analyze how an author's choices concerning how to structure a print or digital text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RH.9-10.3. Analyze in detail a series of events described or shown in a print or digital text; determine whether earlier events caused later ones or simply preceded them.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students first study and analyze short stop motion films and then work in small groups or individually to create their own unique stop motion films. We will watch and discuss our films after they are finalized and describe and analyze how the different parts, images, etc. work together and were put together to create their story. We'll discuss what choices they made as filmmakers and the reasonings behind them.

STORYBOARDING: K-12 STANDARD ALIGNMENT

K

- SL.K.4. Describe people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions and stories to provide additional detail.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

1

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions and stories when appropriate to clarify ideas, thoughts, and feelings.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

2

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- SL.2.5.b. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to clarify ideas, thoughts, and feelings

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

3

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.

- SL.3.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to emphasize or enhance certain facts or details.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

4

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.4.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to enhance the development of main ideas or themes.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

5

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.5.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to enhance the development of main ideas or themes.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

6

- W.6.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.6.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to clarify information.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

7

- W.7.5. With *some* guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.7.5. Include multimedia components and visual displays, e.g., in presentations and story outlines, to clarify and emphasize salient points.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

8

- W.8.5. With *some* guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.8.5. Integrate multimedia and visual displays, e.g., in presentations and story outlines, to clarify information.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

HS

- SL.9-10.4. Present information, details, storylines, and supporting details clearly, concisely, and logically such that audience can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- W.11-12.5. a. Develop and strengthen writing as needed by planning
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) (will) contribute to its overall structure and meaning as well as its aesthetic impact.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft

(and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

FILMING STOP-MOTION STORIES (AND FINAL FILM FESTIVAL) K-12

STANDARD ALIGNMENT

K

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story a scene or snapshot in a film depicts).
- RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea from the story an illustration depicts).

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

1

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.1.7. Use illustrations and details to describe a print or digital story's characters, setting, or events.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

2

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

3

- W.3.6. With guidance and support from adults, use technology to produce and publish print and digital writing and stories as well as to interact and collaborate with others.
- RI.3.7. Use information gained from illustrations in a print or digital text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RL.3.5. Refer to parts of stories and films when writing or speaking about a print or digital text, using terms such as scene; describe how each successive part builds on earlier sections.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

4

- W.4.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.4.7. Make connections between the text of a story or drama and a visual presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.5. c) Refer to the structural elements of drama and film (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a print or digital text.

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5

- W.5.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction).
- RL.5.5. Explain how a series of scenes fit together to provide the overall structure of a particular print or digital story.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

6

- W.6.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.6.7. Compare and contrast the experience of reading a story to listening to or viewing a video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen and/or watch.
- RL.6.5. Analyze how a particular scene fits into the overall structure of a print or digital text and contributes to the development of the theme, setting, or plot.

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7

- W.7.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the format affects the impact).

- RI.7.5. Analyze the structure an author (including themselves as authors) uses to organize a print or digital text, including how the major sections contribute to the whole and to the development of the ideas.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film. We'll discuss whether or not there are any differences between listening to the story and watching the short stop motion versions and the strengths and weaknesses of each medium.

8

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- W.8.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.8.5. Analyze in detail the structure of a specific paragraph, scene, or section in a print or digital text, including the role of particular elements, ex. Sentences, movements, structure; in developing and refining a key concept.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful. We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film. We'll discuss whether or not there are any differences between listening to the story and watching the short stop motion versions and the strengths and weaknesses of each medium.

HS [STANDARDS ALSO APPLY TO FILM FESTIVAL AND PRESENTATIONS]

- RI.9-10.7. Analyze various accounts of a subject/story (to be) told in different mediums determining which details are/should be emphasized in each account.
- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) (will) contribute to its overall structure and meaning as well as its aesthetic impact.
- W.9-10.6. Use technology to produce, publish, and update individual or shared writing products.
- W.9-10.6. c) Use technology to display information (including stories) flexibly and dynamically.

- RL.9-10.5. Analyze how an author's choices concerning how to structure a print or digital text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful.

We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film. We'll discuss whether or not there are any differences between listening to the story and watching the short stop motion 'previews' of their stories and the strengths and weaknesses of each medium.