

Good Year Books Library
Grades: 2, 3, 4, 5
States: Common Core Content Standards

TAKE A QUICK BOW! 26 Short Plays for Classroom Fun

Summary: This book simplifies the process and makes it easy to integrate one into your curriculum, with plays that cover everything from seasons and holidays to art and science. Each play runs 3-12 minutes and ensures that every student has at least one line. Marginal definitions on the reproducible script pages explain words students may be unsure of. Teacher's notes provide instructions for staging the plays, writing and extension activities, and suggested books.

Common Core Content Standards

Language Arts

Grade: **2** - Adopted **2012**

STRAND / DOMAIN	CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on page 13 for additional expectations.)
STANDARD	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN	CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

STANDARD	2.RL.7.	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	2.RI.2.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
STANDARD	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.

EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CC.2.W.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	CC.2.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	CC.2.W.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	2.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	2.W.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.W.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.2.L.	Language Standard
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	2.L.1.f.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / DOMAIN	CC.2.L.	Language Standard
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

Grade: 3 - Adopted 2012

STRAND / DOMAIN	CC.3.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	3.RL.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
STANDARD	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CC.3.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	3.RL.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
STRAND / DOMAIN	CC.3.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	3.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
STRAND / DOMAIN	CC.3.RI.	Reading Standards for Informational Text

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	3.RI.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
STRAND / DOMAIN	CC.3.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
STRAND / DOMAIN	CC.3.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	3.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF.4.b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CC.3.W.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	3.W.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
STRAND / DOMAIN	CC.3.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	3.W.7.	Conduct short research projects that build knowledge about a topic.

STANDARD	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STRAND / DOMAIN	CC.3.W.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.3.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CC.3.L.	Language Standard
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / DOMAIN	CC.3.L.	Language Standard
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

Grade: 4 - Adopted 2012

STRAND / DOMAIN	CC.4.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / DOMAIN	CC.4.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	4.RL.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
STRAND / DOMAIN	CC.4.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.4.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD	4.RI.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
STRAND / DOMAIN	CC.4.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND /	CC.4.RI.	Reading Standards for Informational Text

DOMAIN		
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CC.4.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	4.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	4.RF.3.a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
STRAND / DOMAIN	CC.4.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	4.RF.4.b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CC.4.W.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
STRAND / DOMAIN	CC.4.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge

CLUSTER		
STANDARD	4.W.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
STANDARD	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
STRAND / DOMAIN	CC.4.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
EXPECTATION	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
STRAND / DOMAIN	CC.4.W.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.4.L.	Language Standard
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
STRAND / DOMAIN	CC.4.L.	Language Standard
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

		based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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