



Rockin Readers Theater

Grades: 2, 3, 4, 5

States: Alaska English/Language Arts and Mathematics Standards

Rockin' Readers Theater - Paper or Plastic?

Summary: This musical play about protecting the environment is designed as a perfect springboard for classroom discussion and activities about the environment. Includes a lot of humor and music, and a Teacher's Handbook with lesson plans, activities, and discussion questions. - Production Kit includes 20 scripts, Music CD, and Teacher's Handbook. (978-1-60115-150-6)

Alaska English/Language Arts and Mathematics Standards

Language Arts

Grade: 2 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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 (e.g., problem-solution; chronology).
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.
STANDARD	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.5.	Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.
STRAND /	AK.CC.RI.2.	Reading Standards for Informational Text

DOMAIN		
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	RI.2.8.	Describe how reasons given support specific opinions the author states in a text.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RF.2.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	AK.CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
STRAND / DOMAIN	AK.CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	AK.CC.L.2.	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN	AK.CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.4.	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	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

Grade: 3 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.3.1.	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
STANDARD	RL.3.2.	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence,

		including fables and folktales from diverse cultures.
STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.3.5.	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	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.3.7.	Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.3.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
STANDARD	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STANDARD	RI.3.5.	Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RF.3.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding.

EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	AK.CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.2.	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	AK.CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STANDARD	SL.3.5.	Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.
STRAND / DOMAIN	AK.CC.L.3.	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3.a.	Choose words and phrases for effect.
STRAND / DOMAIN	AK.CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	AK.CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN	AK.CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade: 4 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.4.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	RL.4.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.
STANDARD	RL.4.3.	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	AK.CC.RL.4.	Reading Standards for Literature

CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.4.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
STANDARD	RI.4.3.	Explain relationships (e.g., cause-effect) among 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	AK.CC.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	AK.CC.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN	AK.CC.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RF.4.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	AK.CC.W.4.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.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	W.4.9.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 /	AK.CC.SL.4.	Speaking and Listening Standards

DOMAIN		
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	W.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	AK.CC.L.4.	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
STRAND / DOMAIN	AK.CC.L.4.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.4.4.	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	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	AK.CC.L.4.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.4.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade: 5 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.5.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / DOMAIN	AK.CC.RL.5.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
STRAND / DOMAIN	AK.CC.RL.5.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RI.5.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
STRAND /	AK.CC.RI.5.	Reading Standards for Informational Text

DOMAIN		
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	AK.CC.RI.5.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
STRAND / DOMAIN	AK.CC.RI.5.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	AK.CC.RF.5.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	AK.CC.W.5.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").
EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
STRAND / DOMAIN	AK.CC.SL.5.	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN	AK.CC.L.5.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	AK.CC.L.5.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD**L.5.6.**

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
