

Grade 1
Classroom Guide

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Author, HOLLER LOUDLY

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Author's Note

Holler Loudly is what authors call a "heart" book. It started off as a celebration of the power of a child's voice, a love letter to public libraries, and a tribute to the American Southwest. Then between 2002 and 2008, the once realistic story went through a dozen different drafts and countless tweaks before finally finding its footing as a tall tale.

I've loved the character Holler for so long, it's a particular delight to finally introduce him to young readers.

When I read the book to children, I signal them to shout the word "loud" along with me each time it comes up in the text.

When I read the book to children, I invite them into Holler's world.

— Cynthia Leitich Smith
2010

How to Use This Guide

This classroom guide for *Holler Loudly* is designed for students in first grade. It offers activities to help you integrate *Holler Loudly* into English language arts (ELA), mathematics, science, social studies, art, music, and theater/drama curricula.

All activities in this guide are linked to state content standards.

ELA and math activities are also linked to the Common Core Standards currently being adopted by many states. At the back of this guide, you will find a list of the guide activities and their related content standards. Because this list includes all states, the District of Columbia, American Samoa, and Guam, we encourage you to print only the pages you need for your classroom.

A table of contents follows this page for easy reference.

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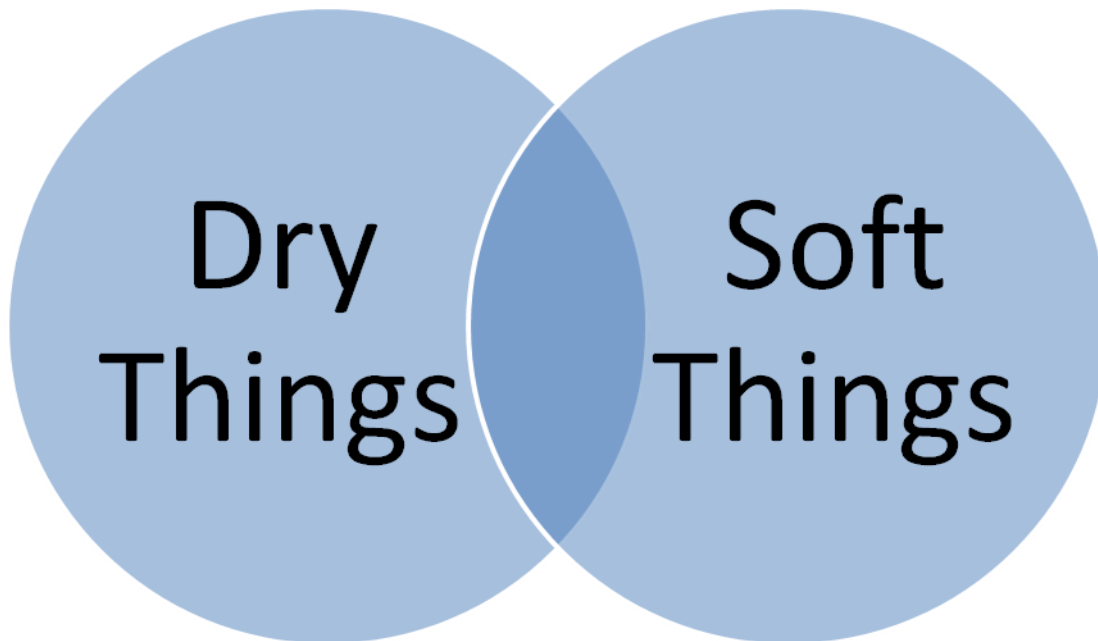
1-1: Story Comprehension

- Before you read or listen to **HOLLER LOUDLY**, look at the cover. What do you think the book will be about?
- Now read or listen to the book. Who is the main character? Why do you think so?
- Where and when do you think the story takes place? Can you find clues in the story or the pictures?
- What does Holler learn by the end of the story?
 - Where should you be quiet?
 - Where should you be loud?
 - Are there times of day when you should be quiet?
 - When can you be loud?
- Describe some of the things Holler likes to do.
 - What kinds of things do you like to do?
 - Do you do your favorite things with other people or by yourself?
 - If Holler visited you, where could you go to do his favorite things?
- Holler likes to shout certain words when he's happy.
 - What words does Holler use when he's happy or when he likes something?
 - What words do you use when you're happy? Do you say them loudly, like Holler?
- Read or listen to pages 10 and 11 (Holler and Gramps fishing) again.
 - What word is the sound of everybody landing in the lake?
 - Make up a word to describe the sound...
 - ...your pencil makes when you write on paper.
 - ...your shoes make on the classroom floor.
 - ...tires make when they drive on gravel.
 - ...a ball makes when it bounces.
- **HOLLER LOUDLY** is a kind of story called a "tall tale". A tall tale is about someone who has a special ability -- something nobody else can do. Usually, that person has to use their special ability to rescue others from a great danger.
 - What can Holler do that nobody else can do?
 - When the story starts, how do the townsfolk feel about Holler's voice?
 - How does Holler use his voice to help others?
- Look at the pictures on pages 16-17 (concert before the tornado) of **HOLLER LOUDLY**. Then look at pages 28-29 (town celebration after the tornado).
 - Describe how the people in the first set of pictures are feeling. How do you know?
 - How do you think their feelings have changed in the second set of pictures? Why do you think so?
 - How does the town change between the first set of pictures and the second?
 - What do you think caused the change in the town: the tornado or Holler (or both)?
- As a class, read two (2) other books about the same larger-than-life character, such as Pecos Bill, Sally Ann Thunder Ann Whirlwind, or Paul Bunyan.
 - How are the stories the same?
 - How are they different?
 - How are they similar to **HOLLER LOUDLY**?
 - In the two other books you read, which character is most like Holler? Why?

1-2: Venn Diagram: Vocabulary

The following words appear in **HOLLER LOUDLY**. Using the Venn Diagram, sort the words into categories. Explain your reasoning.

- pecan
- cotton
- feather
- needle
- velvet
- dust
- hair
- chalk



1-3: Tall Tale

As a class or by yourself, write a tall tale. When you finish, read your story to the class. Answer these questions:

- Who are the characters?
- Where do they live?
- What do they do that makes the story a tall tale?
- When do those things happen?
- How does your tall tale end?
- How are the characters different at the end of the story compared to the beginning of the story?



1-4: Unusual Words

Each of the following words appears in **HOLLER LOUDLY**. When you find each word, read it in its sentence. Use the whole sentence to help you describe the meaning of the word. In some cases, looking at the illustrations will give you clues.

- cacti
- tamales
- yowl
- stampede
- quartet
- scold
- croon
- dogies
- bellow
- shimmy
- soar
- gazebo
- twister
- skedaddle
- sass



1-5: More Than One Meaning

Each of the following words appears in **HOLLER LOUDLY** and has more than one meaning. For each word, discuss its meanings, then decide which meaning it has in the story:

- needles
- bay
- change
- blue
- fair
- square
- hush
- part
- company
- fine
- plum
- raspberry
- mind
- sign



1-6: Compare & Contrast: Meanings

Some words are close in meaning but still different. Sometimes the best way to understand how these words are different is to act them out. For each set below, discuss how the words are different, and then act out each word. **Bolded words** (or alternative forms) appear in **HOLLER LOUDLY**.

Verbs

- **call, yell, shout, holler, bellow**
- enjoy, **like, love**
- **drop**, throw, **toss**
- **float, soar, fly, sail**
- **sing, croon**, warble
- **roll, rumble, ripple, shimmy, shake**

Adjectives

- **breezy**, windy, blustery
- **prickly**, sharp, rough
- **little, teeny, thin**
- **wet**, damp, soaked
- **quiet**, silent, still, **soft**
- **important**, favorite, **best**



1-7: Word Problems

1. Holler has math homework. He has to do 8 problems from Chapter 11 of his math book and 5 problems from Chapter 12. How many math problems does Holler have to do in all?

$$8 + 5 = ?$$

2. Holler and Gramps catch 16 fish. Gramps gives Holler some of the fish, leaving 9 for himself. How many fish has Gramps given to Holler?

$$16 - ? = 9$$

3. Holler likes to collect acorns. On the way to school one morning, Holler finds 7 acorns and puts them into his pocket. When he gets to school, he empties his pocket and counts 13 acorns. How many acorns were already in Holler's pocket before he walked to school?

$$? + 7 = 13$$

4. Gus spies 14 birds on the clothesline at Gramps's house. When he meows at them, 8 of the birds fly away. How many birds are left on the clothesline?

$$14 - 8 = ?$$

5. Holler has a mess of library books at home. After he returns 6 of them to the library, he still has 11 books checked out. How many books did Holler have checked before he returned any?

$$? - 6 = 11$$

6. On Monday, 4 people told Holler to hush. On Tuesday 9 people told Holler to hush. By the end of Wednesday, 18 people had hushed Holler since Monday morning. How many people told Holler to hush on Wednesday?

$$4 + 9 + ? = 18$$

7. Holler goes to hear Gramps and Gus's barbershop quartet practice. When he arrives, they have already practiced some songs. Holler listens to 3 songs about best girls and 2 songs about little dogies. After practice, Gramps tells Holler that they practiced 12 songs in all. How many songs did the quartet practice before Holler arrived?

$$? + 3 + 2 = 12$$

8. The Loudly family has a picnic in the park. There, Mama sees 5 yellow butterflies. Daddy sees 9 black butterflies. Holler sees 6 green butterflies. How many butterflies have the Loudlys seen in the park?

$$5 + 9 + 6 = ?$$

1-8: Using Data

Holler saw these fruits and vegetables at the market:

- 4 Red apples*
- 5 Green apples*
- 3 Red tomatoes*
- 7 Yellow tomatoes*
- 2 Red peppers*
- 4 Green peppers*

Make a table with three columns: **Apples**, **Tomatoes**, and **Peppers**. In each column, write how many of that fruit or vegetable Holler saw.

- How many are in each category (column)?
- How many more tomatoes did Holler see, compared to peppers?
- How many fewer peppers did Holler see, compared to apples?
- Which kind of fruit or vegetable did Holler see the most of?
- Which kind did he see the fewest of?
- How many fruits and vegetables did Holler see in all?

Now make a new table with three categories: **Red**, **Green**, and **Yellow**. In each column, write the number of fruits or vegetables Holler saw at the market.

- How many were red? How many were green? How many were yellow?
- How many more green things did Holler see, compared to yellow things?
- How many fewer yellow things did Holler see, compared to red things?
- Holler saw an equal number of things in two different colors. Which two colors?

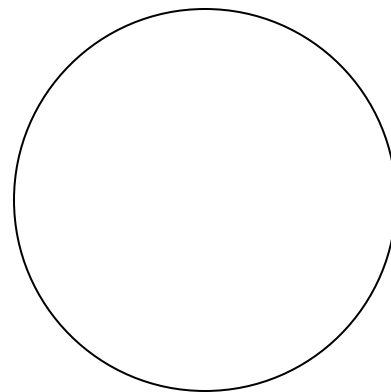
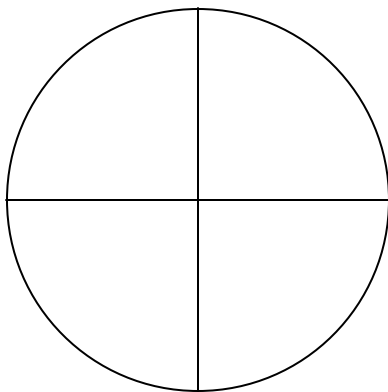
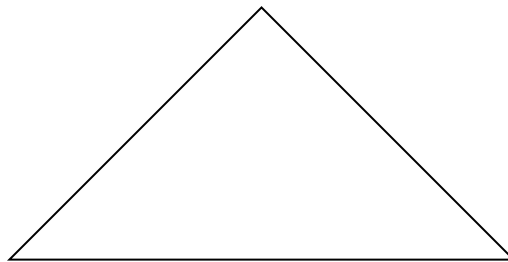
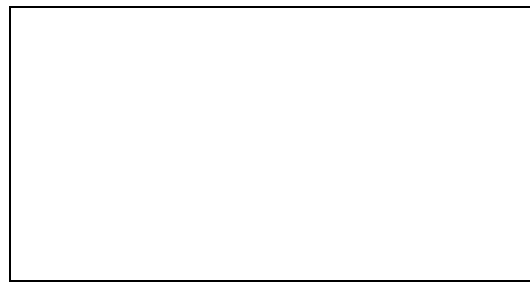
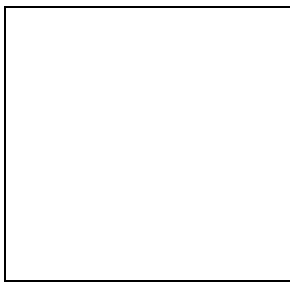


1-9: Building Shapes

Use blocks or the shapes below to recreate some of the buildings in **HOLLER LOUDLY**, such as Holler's house, his school, the town hall, and the library. You may need more than one block or cutout of a shape for a building.

Next, think of the buildings you see in your life. Use your blocks or shapes to recreate them.

Finally, imagine a building you've never seen. Create it using your shapes.



1-10: Energy: Sound

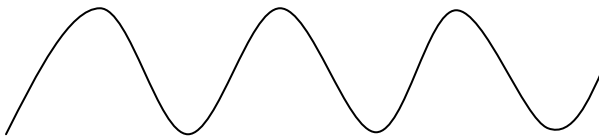
Sound is a kind of energy. It travels in waves that we can't see with our eyes. A sound wave looks like this:



The **height** of the wave tells us how **loud or quiet** the sound is.

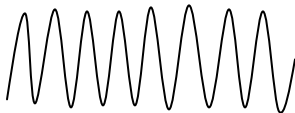
Tall waves carry loud sounds:

Short waves carry quiet sounds:



The **width** of the wave tells us how **high- or low-pitched** the sound is.

High sounds, like bat calls and dog whistles, have narrow waves:



Low sounds, like the rumble of a dump truck or far-away thunder, have wide waves:

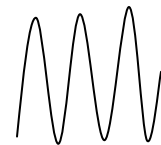


Now think about **HOLLER LOUDLY**. Use the first sound wave above as an example of a medium sound wave: neither loud nor quiet, neither high nor low. Match the sound to the correct sound wave.

> Holler, when he's excited (pg 6)



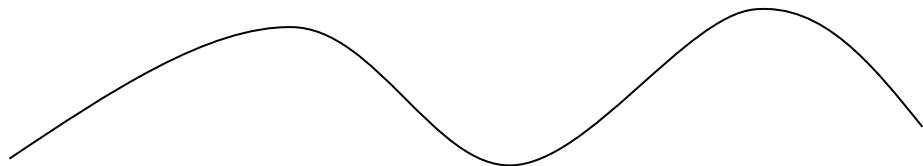
> Gus, when he's fishing (pg 10)



> the blue bird at the concert (pg 19)



> the tornado (pg 20)



> Miz Poofy in the Library (pg 30)



Explain your reasoning for each of your waves.

1-11: Tracking Weather

Weather happens all around us. It can affect all kinds of things, from how well crops grow on a farm to how fast a ship can travel across an ocean. Keeping track of weather, and then looking at our records, helps us predict what kind of weather may happen in the future.

Work together as a class to make a weather board. To the top half of the board, draw or attach a monthly calendar. On the bottom half, leave space to describe today's weather. Make cutouts to represent these weather conditions:

- Sunny
- Part sun / part cloud
- Cloudy
- Rain
- Thunder / lightning
- Sleet
- Snow
- Breezy
- Windy

Mount a thermometer outside your classroom. Every morning, discuss the current weather. Display the cutouts that represent those conditions, and write a brief description on the calendar (e.g.: sunny and windy). Measure the outside temperature and record it on the calendar, too.

After several weeks, review your calendar. Do you see patterns? Can you predict what the weather will be tomorrow?

Try measuring weather using additional tools, like an anemometer for wind, a barometer for air pressure, or a rain gauge.

Talk about how people get information about weather.

- How does your family use that information?
- Does weather information affect the kind of clothes you wear to school?
- What kinds of weather information would be useful to the people in **HOLLER LOUDLY**?



1-12: Tornadoes

Facts

- Tornadoes are air that is rotating very fast -- up to 300 miles per hour, or 3 times faster than many race cars.
- Even though tornadoes are made of air, we can see them because they carry soil and water, and other things, like grass or leaves.
- Tornadoes happen when wind forms a column (like a tube) under a thunderstorm and reaches the ground below.
- One tornado can affect an area on the ground that is 1 mile wide and 50 miles long.
- In the United States, tornadoes are most common from March through August.
- Tornadoes can happen anywhere in the United States. They happen most often in southern, central, and Midwestern states.

Safety

Review the school's tornado safety plan with students (if necessary, the NOAA web page cited below has tips for developing such a plan):

- Discuss the difference between a tornado watch (conditions are favorable for tornado formation) and a tornado warning (tornadoes have been sighted).
- Emphasize the importance of following directions in emergency situations such as tornadoes.
- If possible, take students to your school's safe location, so they can familiarize themselves with it.
- Allay fears by showing students how they can take an active part in their safety: being calm, following directions, helping siblings and pets to safe locations.

Personal Stories

Students may have personal experiences with tornadoes. Encourage them to share their stories orally, through dictation, or in drawings.

Information sources:

National Oceanic and Atmospheric Administration
<http://www.nssl.noaa.gov/edu/safety/tornadoguide.html>

Federal Emergency Management Agency
<http://www.fema.gov/kids/tornado.htm>

1-13: Living vs. Nonliving

Living things need food and water to survive, and shelter to protect them from weather. Nonliving things don't need these basics.

All of the things below are in **HOLLER LOUDLY**. Imagine they are real. Then sort them into two groups: **Living** and **Nonliving**.



For each, explain your thinking.

Talk about other living and nonliving things:

- in your classroom
- at home
- on your way to school

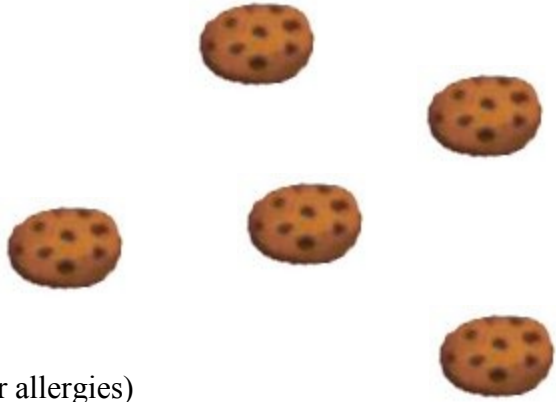
[Teacher: for this exercise, things that were once alive (a fallen log) may be grouped with living things. If something once alive has been processed, (a tree into lumber into a picture frame), the end product may be considered nonliving.]

1-14: Food Chain: Cookie Ingredients

Every living thing on Earth needs energy from the Sun. Plants get that energy from sunlight. Most animals get it energy from eating plants or other animals. The path of the Sun’s energy forms a food chain or food web. Sometimes it’s easy to follow the path of energy, like when a rabbit eats clover leaves. Other times, the path isn’t as easy to see.

In **HOLLER LOUDLY**, Mama baked Holler some chocolate chip cookies. Below is a list of ingredients for chocolate chip cookies. As a class, read the ingredients and talk about where they came from. Did they start as living or nonliving things? Were the living things plants or animals? Which ingredients contain energy from the sun?

Flour	2 ¼ cups all-purpose*
Baking soda	1 teaspoon
Salt	1 teaspoon
Butter	1 cup, softened
Sugar (granulated)	¾ cup
Brown sugar	¾ cup
Vanilla extract	1 teaspoon
Eggs	2
Chocolate chips	2 cups
Walnuts	optional: 1 cup (omit for allergies)



**Teacher: If you’re able to bake the cookies as a class, discuss with students the physical changes that happen to the ingredients during mixing and baking (and eating!). To make the cookies, follow these steps:*

1. Preheat oven to 375 F (350 F if school uses convection ovens).
2. Combine flour, soda, and salt; set aside.
3. Cream the butter, sugars, and vanilla in large bowl.
4. Add eggs to butter mixture one at a time, mixing well after each addition.
5. Gradually stir in flour mixture.
6. Stir in chocolate chips (and nuts, if using).
7. Use a spoon or cookie scoop to portion dough onto papered cookie sheets.
8. Bake for 9 - 11 minutes, or until golden brown.
9. Let cool on pan 2 minutes before removing to cooling rack or newspaper.

Makes 5 dozen cookies.

For high altitude (5,200 ft+): increase flour to 2 ½ cups, reduce sugars to 2/3 cup each, and add 2 teaspoons water. Bake 8 - 10 minutes.

[Recipe: <http://www.verybestbaking.com/recipes/specialty/nth-detail-occc.aspx>]

1-15: Rules: Why Do We Need Them?

In **HOLLER LOUDLY**, Holler's neighbors often tell him to hush.

- What are some of the places where people expect Holler to be quiet? [*school, movie theater, concert, library*]
- Why is it important for Holler to be quiet in those places?

Now think about where you live.

- Give examples of places where people expect **you** to be quiet.
- Why do you think it's important for you to be quiet in those places?
- Who decides if a certain place needs to be quiet? Give examples.

Think about other rules you have to follow at home and school.

- Give examples of rules you must follow at home.
- Who makes the rules in your home?
- What happens if you don't follow the rules at home?
- Give examples of rules you have to follow at school.
- Who makes the rules at school?
- What happens if you don't follow the rules at school?
- What would the world be like if nobody followed any rules?
 - What would it be like if everybody followed every rule?
 - Which world would you rather live in? Why?



1-16: Goods and Services

Goods are objects people can buy, sell, or trade. Services are things people do for each other, many of which are bought, sold, or traded.

- Give examples of goods for sale or trade in your community.
- What kinds of goods do people need to live?
- What kinds of goods do people buy, even though they don't need them to live?
- Give examples of services for sale or trade in your community.
- Can you think of services people need to live?
- What kinds of services do people use, even though they don't need them to live?
- Can you think of another way people give or receive goods and services? [*Teacher: Take this opportunity to discuss donation and volunteerism.*]

Next, review **HOLLER LOUDLY**.

- What goods did you see or hear about in the story?
- Do you think they were bought, sold, traded, or donated?
- What services did you see or hear about in the story?
- How do you think they were exchanged?



1-17: Natural Resources

Natural resources are things that exist, happen, or grow in a place whether people live there or not. Review **HOLLER LOUDLY**, and then answer these questions:

- Describe the natural resources available in Holler’s town.
- What do these resources allow Holler and his neighbors to do?

Now think about where you live.

- What natural resources are available in your town? In your state? In your country?
- How do people in your town use the natural resources there?
- Why do you think it’s important to protect natural resources?
- Give examples of ways people protect natural resources in your town, state, and country.
- Can you think of ways you, your family, or your classroom can help protect natural resources?



1-18: Timeline: Yesterday, Today, and Tomorrow

Review **HOLLER LOUDLY**. Which of these do you think is true about the story?

- A. It happened in the past.
- B. It is happening right now.
- C. It will happen in the future.

Why did you choose your answer?

Now think about your own life.

- Give an example of something that happened in the past.
- Give an example of something that is happening right now.
- Do you know what will happen in the future? Can you be sure or do you have to guess?

As a class, make a timeline. Title it **Yesterday, Today, and Tomorrow**.

- Starting on the left-hand side*, write something that happened yesterday.
- In the middle, write something that is happening right now.
- On the right-hand side, write something you think will happen tomorrow.
- Now think of other things that have happened or may happen that you can put on your timeline. For each one, describe where on the timeline it should go, and explain why.

*[Teacher: You may find it easier to make a vertical timeline. If so, ask students which end they think should be assigned **yesterday** and which **tomorrow**. You may also choose a different orientation if you teach in a culture where written material isn’t read from left to right.]*

1-19: Southwestern Themes

HOLLER LOUDLY is a tall tale set in the southwestern United States. Likewise, its story and illustrations depict the culture of this region and the art form of the American tall tale. Gather a variety of artworks depicting Southwestern culture and/or tall tales/legends. Lead students in a discussion of the works' similarities and differences regarding subject matter, medium, style, color, and texture.

1-20: Story "Quilt"

Read **HOLLER LOUDLY** as a class. Discuss quilts as useful, everyday objects and as art-forms, often used to tell stories. Point out Mama Loudly's quilt. Bring a quilt from home to share. Next:

- Review the main events of Holler's story.
- Assign an event to each student.
- Give each student a square of **sturdy drawing paper**.
- Have each student draw his/her assigned event on the square.
- When finished, use a hole punch to make 10 holes along each edge of every square. You may choose to first reinforce the edge with clear tape.
- Using **yarn**, show students how to "sew" their squares together to make one big story quilt.
- Display the story quilt on the classroom wall. Invite other classes in and have your students use their quilt to tell Holler's story.



1-21: Sounds, Melodies, Patterns

Using a variety of musical instruments and everyday objects, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to hi-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Ask students to show how a single instrument can produce a loud sound or a soft sound
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies

If your school has a music teacher, he or she can help you gather a variety of simple instruments to use. Alternatively, you may invite a group of middle, high school, or college band students to demonstrate their instruments for your students. Everyday objects you could use include:

- cardboard oatmeal can (with lid)
- rubber band
- chopsticks
- metal spoons
- plastic bucket
- plastic storage bin
- pots and pans
- pot/pan lids
- wooden spoon
- plastic cup with lid, filled $\frac{1}{4}$ full with dry beans or rice
- cardboard tubes (paper towels, toilet paper)
- glasses with different levels of water



1-22: Group Harmony

“Holler loved songs about cowboys, and he loved songs about best girls. He loved songs about love and little dogies.”

In **HOLLER LOUDLY**, Holler likes to listen to the barbershop quartet that Gramps and Gus sing in. Play for your students a variety of examples of group singing. Musical groups to look up may include:

- The Mills Brothers (quartet)
- The Buffalo Bills (quartet)
- The Dapper Dans (quartet)
- The Sweet Adelines (quartet)
- The Andrews Sisters (trio)
- The Everly Brothers (duo)
- Simon and Garfunkel (duo)
- Riders in the Sky (quartet)
- Ladysmith Black Mambazo (chorus)



Encourage children to sing along and add dance/movement to their listening experience. Make sure students have room to move around.

Play a variety of tempos and rhythms to encourage change in dance/movement. Help students find the beat of a song by clapping, marching in place, snapping your fingers, etc.

Ask students to discuss the subjects of the songs they hear.

With other teachers or helpers, demonstrate harmony.

- Begin with one voice, one note.
 - Add a second voice on a harmonic note, then a third voice, then a fourth.
- If possible, ask a professional quartet to visit your classroom.
 - Have each singer perform their part of a line.
 - Then have them sing the line as a group.
- Relate the starting notes of singers to a chord played on a piano, guitar, or similar multi-pitch instrument.
- Ask students to describe the difference in sound between one voice/one note and several.

1-23: Bring Your Own Tall Tale to Life!

Use the tale you wrote for the *Tall Tale* activity (in the English Language Arts section of this guide) to create a play. Decide how many people should be in the play and assign roles. You may decide to split the class into groups to practice and perform the play; that way, everybody gets to do something, and everybody gets to watch a play.

While you practice, think about these things:

- How should you say your lines?
 - Should you say them LOUDLY? Softly? In between?
 - Should you say them quickly? Slowly? In between?
 - Should you sound happy? Sad? Angry? Frightened? Excited? Nervous?
- How should you use your body?
 - Should you be still?
 - Should you walk? Jump? Roll? Spin? Run? Dance? Tip-toe?
 - What should you do with your arms and hands?
- Where will the audience be?
 - Will they be able to hear you?
 - Should you face them?
- How much space do you need to perform the play?
 - Should you perform it inside or outside?
- Where should you be when you don't have lines?
- What should the play look like?
 - What kind of set will you build?
 - What will your character wear?
 - What props will your character use?
- What kind of music could be playing in the background?
- If you are in the audience, how should you act?

Afterward, talk about what you learned while practicing and performing the play.



1-24: Act It Out: Characters in HOLLER LOUDLY

A character is any person, animal, or thing that says or does something in a story. Because Holler's actions affect his whole town, we readers meet a lot of characters in **HOLLER LOUDLY**. After reading the story, act out each of the characters below. Note that two are animals, and one is neither a person nor an animal. Think about how each character moves and sounds. Explain why you acted out the characters the way you did.

- Mama Loudly
- Daddy Loudly
- Holler Loudly
- Gramps
- Gus
- Catfish
- Minnie Bell
- Jimmy Joe
- Mr. Smarty
- Miz Poofy
- Ticket Seller
- Lovebirds (2)
- Usher
- Barbershop Quartet members (besides Gramps and Gus)
- Baby (at the concert)
- Tornado



ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**COMMON CORE STANDARDS****(ELA & Math only)**

<u>Activity</u>	<u>Standard</u>
1-1	Lit 1.1, 1.3, 1.7; Listening 1.2
1-2	Lang 1.4
1-3	Writing 1.3
1-4	Lang 1.4
1-5	Lang 1.4.e
1-6	Lang 1.5.b
1-7	Operations 1.6-8
1-8	Data 1.5
1-9	Geometry 1.2-3

ALABAMA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.4
1-2	ELA 1.3; Math 1.13
1-3	ELA 1.8
1-4	ELA 1.3
1-5	ELA 1.3
1-6	ELA 1.3
1-7	Math 1.2-3
1-8	Math 1.13
1-9	Math 1.8
1-10	Sci 1.1, 1.2
1-11	Sci 1.1, 1.8
1-12	Sci 1.8; Health 1.14-15
1-13	Sci 1.4
1-14	Sci 1.4
1-15	Soc 1.11
1-16	Soc 1.4
1-17	Soc 1.5-7
1-18	Soc 1.1-2
1-19	Art 1.5-6
1-20	Art 1.1-4
1-21	Music 1.3; Math 1.5
1-22	Music 1.9, 1.13
1-23	Theatre 1.2-5, 1.7
1-24	Theatre 1.3, 1.5

ALASKA

<u>Activity</u>	<u>Standard</u>
1-1	ELA B.1
1-2	ELA B.1; Math A.4
1-3	ELA A.1
1-4	ELA B.1
1-5	ELA B.1
1-6	ELA B.1
1-7	Math A.3
1-8	Math A.6, C.1
1-9	Math A.5
1-10	Sci B.2
1-11	Sci D.3
1-12	Sci D.3; Health D.2
1-13	Sci C.2
1-14	Sci B.2, C.2
1-15	Government A.1
1-16	Geography D.1-2
1-17	Geography E.1-2
1-18	History A.1
1-19	Art C.1-2, C.4
1-20	Art A.1-3, A.5
1-21	Art A.1-3, A.5; Math A.4
1-22	Art A.1-3, A.5
1-23	Art A.1-5, C.5
1-24	Art A.1-5, C.5

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**AMERICAN SAMOA**

<u>Activity</u>	<u>Standard (Benchmark)</u>
1-1	ELA 1.1, 1.2, 1.3
1-2	ELA 1.1; Math 4.2
1-3	ELA 2.4
1-4	ELA 1.1
1-5	ELA 1.1
1-6	ELA 1.1
1-7	Math 1.4, 1.5
1-8	Math 4.2
1-9	Math 2.4
1-10	Sci 2.1, 4.2
1-11	Sci 2.1-2, 3.4
1-12	Sci 3.4; Health 4.2
1-13	Sci 2.1-2, 5.1
1-14	Sci 5.3-4
1-15	Soc 3.1
1-16	Soc 4.2
1-17	Soc 4.1; Sci 3.5
1-18	Soc 1.1, 1.3
1-19	Art 5.1, 5.3
1-20	Art 1.3, 2.3, 3.2
1-21	Art 1.3; Math 3.1
1-22	Art 1.3
1-23	ELA 3.4
1-24	ELA 3.4

ARIZONA

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1.6.1, 2.1.1-3, 2.2.1
1-2	Reading 1.4.1; Math 2.3.1
1-3	Writing 1.1.1, 3.1.1, 3.5.2
1-4	Reading 1.4.1-2, 1.4.4
1-5	Reading 1.4.1, 1.4.4
1-6	Reading 1.4.1-2, 1.4.4
1-7	Math 1.2.1-2
1-8	Math 2.1.1-2
1-9	Math 4.1.3
1-10	Sci 1.1.1
1-11	Sci 1.1.1, 1.4.1, 6.2.3, 6.3.1-2
1-12	Sci 1.1.1, 6.3.1; Health 4.2.1

ARIZONA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.1.1, 1.4.1, 4.1.1-2
1-14	Sci 4.3.3, 6.2.1
1-15	Soc 3.4.2
1-16	Soc 5.1.3-4
1-17	Soc 4.5.2
1-18	Soc 1.1.1-3, 2.1.1-3
1-19	Art 2.4.1, 3.4.1
1-20	Art 1.2.1-2, 1.3.1
1-21	Music 1.2.1-2, 1.2.4, 1.3.1
1-22	Music 2.1.1, 3.1.1-4
1-23	Theatre 1.2.101-102
1-24	Theatre 1.2.101-102

ARKANSAS

<u>Activity</u>	<u>Standard</u>
1-1	ELA OV.2.1.4, R.10.1.13-15
1-2	ELA R.11.1.1; Math A.4.1.1
1-3	ELA W.4.1.4
1-4	ELA R.11.1.1-3
1-5	ELA R.11.1.1-3
1-6	ELA R.11.1.1-3
1-7	Math NO.2.1.4
1-8	Math DAP.14.1.1, 15.1.1-2
1-9	Math G.11.1.2
1-10	Sci NS.1.1.1
1-11	Sci NS.1.1.4, ESS.8.1.3-4
1-12	Sci ESS.8.1.5
1-13	Sci NS.1.1.1, LS.2.K.1
1-14	Sci LS.2.1.2, PS.7.1.1
1-15	Soc C.4.1.1
1-16	Soc E.8.1.1-2, E.9.1.4
1-17	Soc G.3.1.2-3
1-18	Soc H.6.1.4-5
1-19	Art VA.7.1.2
1-20	Art VA.6.1.2, VA.6.1.9
1-21	Music M.1.1.2; Math A.4.1.6
1-22	Music M.2.1.3, M.3.1.1-2
1-23	Theatre 1.1.2, 1.1.9, 2.1.11
1-24	Theatre 1.1.2, 1.1.4

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**CALIFORNIA**

<u>Activity</u>	<u>Standard</u>
1-1	Reading 2.2, 2.7, 3.1
1-2	Reading 1.17; Math Data 1.1-2
1-3	Writing 1.1-2, 2.1
1-4	Reading 1.17, 2.4
1-5	Reading 1.17, 2.4
1-6	Reading 1.17, 2.4
1-7	Math Numbers 2.5-7, Alg 1.1-2
1-8	Math Data 1.1-2
1-9	Math Geometry 2.1-2
1-10	Sci 4.b
1-11	Sci 3.a-b, 4.b
1-12	Sci 3.a-b; Health 1.9.P
1-13	Sci 2.a-b, 4.b
1-14	Sci 2.b-c
1-15	Soc 1.1.1
1-16	Soc 1.6.1-2
1-17	Soc 1.2.4
1-18	Soc 1.3.2, 1.5.1-2
1-19	Art 3.1-4
1-20	Art 2.1-4
1-21	Music 1.1, 1.3, 2.3-4
1-22	Music 1.2, 3.3-4
1-23	Theatre 2.1-2, 5.1-2
1-24	Theatre 2.1-2, 5.1-2

COLORADO

<u>Activity</u>	<u>Standard</u>
1-1	Reading 2.1
1-2	Reading 1.1; Math 3.1
1-3	Reading 3.1
1-4	Reading 1.1, 2.3
1-5	Reading 1.1
1-6	Reading 1.1
1-7	Math 1.2
1-8	Math 3.1
1-9	Math 4.1
1-10	Sci 1
1-11	Sci 3
1-12	Sci 3

COLORADO (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 2.2
1-14	Sci 2.2
1-15	Soc 4.1
1-16	Soc 3.1
1-17	Soc 2.2
1-18	Soc 1.1
1-19	Art 1.2, 2.1, 4.1
1-20	Art 3.1
1-21	Music 1.1-2, 2.2, 3.1; Math 2.1
1-22	Music 3.1-4, 4.2
1-23	Drama 1.1, 2.1
1-24	Drama 1.1, 2.1

CONNECTICUT

<u>Activity</u>	<u>Standard</u>
1-1	Reading 11, 26-27, 29, 40-41, 47
1-2	Reading 23; Math 4.1
1-3	Writing 8-9, 16-18
1-4	Reading 24
1-5	Reading 22, 24
1-6	Reading 24-25
1-7	Math 1.2, 2.1-2
1-8	Math 4.1
1-9	Math 3.1
1-10	Sci 1.2, 1.4
1-11	Sci 1.1, 1.4
1-12	Sci 1.1
1-13	Sci 1.2-3
1-14	Sci 1.2
1-15	Soc 1.7-8
1-16	Soc 1.11-12
1-17	Soc 1.5, 1.10
1-18	Soc 1.1-2, 2.1-2, 2.5
1-19	Art 3-5
1-20	Art 1, 3-4, 6
1-21	Music 1-3; Math 1.1
1-22	Music 1, 6, 9
1-23	Theatre 1-2, 5-6
1-24	Theatre 1-2, 5-6

APPENDIX
ACTIVITY CONTENT STANDARDS by STATE / TERRITORY

DELAWARE

<u>Activity</u>	<u>Standard</u>
1-1	Reading 2.4a, 2.4bL, 2.4d, 2.4k
1-2	Oral 1.6-7; Math 4
1-3	Written 1.1-3
1-4	Oral 1.6-7
1-5	Oral 1.6-7
1-6	Oral 1.6-7
1-7	Math 1
1-8	Math 4
1-9	Math 3
1-10	Sci 3
1-11	Sci 5
1-12	Sci 5
1-13	Sci 6, 8
1-14	Sci 3, 6, 8
1-15	Soc Civics 1.b, 2.a, 3.a
1-16	Soc Econ 2.a, 4.a
1-17	Soc Econ 2.a, 3.a
1-18	Soc Hist 1.a, 2.a, 4.b
1-19	Art 3.1, 3.5-6, 4.1
1-20	Art 1.1-3
1-21	Music 2.1-3; Math 2
1-22	Music 1.13, 6.1, 6.5, 9.2
1-23	Theatre 1.2, 2.1-4
1-24	Theatre 1.2, 2.1-4

DISTRICT OF COLUMBIA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.LD-O.5, 1.LT-U.1, T.5
1-2	ELA 1.LD-V.8
1-3	ELA 1.W-I.1
1-4	ELA 1.LD-V.10, 1.LT-S.8
1-5	ELA 1.LD-V.10
1-6	ELA 1.LD-V.10
1-7	Math 1.NSO-C.8-9
1-8	Math 1.DASP.2-3
1-9	Math 1.G.4
1-10	Sci 1.1.2
1-11	Sci 1.1.2, 1.1.4, 1.2.2
1-12	Sci 1.1.2; Health 1.1.2

DISTRICT OF COLUMBIA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.1.2, 1.4.1
1-14	Sci 1.1.2, 1.2.3, 1.4.3-4
1-15	Soc - Civics
1-16	Soc - Economics
1-17	Soc - Economics
1-18	Soc - History
1-19	Art 1.3.1, 1.3.3
1-20	Art 1.2.1, 1.2.3, 1.2.5, 1.2.7-8
1-21	Music 1.1.L4, 1.2.P2-3
1-22	Music 1.1.L4, 1.1.E1
1-23	Theatre 1.1.3-4
1-24	Theatre 1.1.3-4

FLORIDA

<u>Activity</u>	<u>Standard</u>
1-1	LA.1.2.1.2-5
1-2	LA.1.1.6.1-6
1-3	LA.1.3.1.1, 3.2.1-2, 4.1.1
1-4	LA.1.1.6.1-5, 1.6.10
1-5	LA.1.1.6.1-5, 1.6.9
1-6	LA.1.1.6.1-5
1-7	MA.1.A.1.1-4
1-8	MA.1.G.5.2
1-9	MA.1.G.3.2
1-10	SC.1.N.1.2
1-11	SC.1.N.1.2-3
1-12	SC.1.N.1.2; HE.1.B.2.3
1-13	SC.1.N.1.2, L.14.1-3
1-14	SC.1.E.5.4, L.17.1
1-15	SS.1.C.1.1-3
1-16	SS.1.E.1.1, E.1.3-4
1-17	SS.1.G.1.6, E.1.3-4, E.1.6
1-18	SS.1.A.2.1, A.3.1-2
1-19	LA.1.2.1.5
1-20	LA.1.2.1.5, 6.4.1
1-21	PE.1.M.1.10; MA.1.A.4.1
1-22	PE.1.M.1.10
1-23	PE.1.M.1.1, M.1.10
1-24	PE.1.M.1.1, M.1.10

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**GEORGIA**

<u>Activity</u>	<u>Standard</u>
1-1	ELA1R6, ELA1LSV1
1-2	ELA1R5; MID1
1-3	ELA1W1-2
1-4	ELA1R5, ELA1LSV1
1-5	ELA1R5, ELA1LSV1
1-6	ELA1R5, ELA1LSV1
1-7	M1N3-4
1-8	M1D1
1-9	M1G1
1-10	S1CS1, P1
1-11	S1CS1, CS3, E1-2
1-12	S1CS1, E1; PE1.5
1-13	S1CS1, L1
1-14	S1CS1, L1
1-15	SS1CG1
1-16	SS1E1-2
1-17	SS1G3
1-18	SS1H1
1-19	ELAR6
1-20	ELA1R6
1-21	PE1.1-2, 6; MKG3
1-22	PE1.1-2, 6
1-23	ELA1R6, PE1.1-2, 6
1-24	ELA1R6, PE1.1-2, 6

GUAM

<u>Activity</u>	<u>Standard</u>
1-1	LAR 1.3.1-2
1-2	LAR 1.1.9; Math 1.14.1
1-3	LAR 1.4.1-2
1-4	LAR 1.1.8
1-5	LAR 1.1.8
1-6	LAR 1.1.8
1-7	Math 1.2.1-3, 3.1-3
1-8	Math 1.14.1, 15.1
1-9	Math 1.8.1
1-10	Sci 1.3.5
1-11	Sci 1.4.2-3, 5.2
1-12	Sci 1.4.2

GUAM (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.2.4
1-14	Sci 1.2.3
1-15	Soc 1.4.4
1-16	Soc 1.5.1
1-17	Soc 1.3.2, 5.1
1-18	Soc 1.2.2
1-19	Art 1.1.3, 1.3.1
1-20	Art 1.2.4
1-21	Music 1.1.1, 1.3, 2.3-4
1-22	Music 1.1.4
1-23	Theater 1.2.1-2, 4.1
1-24	Theater 1.2.1-2

HAWAII

<u>Activity</u>	<u>Standard</u>
1-1	LA.1.2.2, 3.1-2
1-2	LA.1.1.11; MA.1.11.1
1-3	LA.1.4.1
1-4	LA.1.1.12-13
1-5	LA.1.1.12-13
1-6	LA.1.1.12-13
1-7	MA.1.3.2
1-8	MA.1.11.1
1-9	MA.1.5.2
1-10	SC.1.1.1
1-11	SC.1.1.1, 2.2, 8.1
1-12	SC.1.1.1; HE.K-2.1.4
1-13	SC.1.3.1, 4.1
1-14	SC.1.3.1, 8.1
1-15	SS.1.4.1
1-16	SS.1.8.2-3
1-17	SS.1.7.1, 2.8.2
1-18	SS.1.2.1, 3.2
1-19	FA.1.1.6
1-20	FA.1.1.1-2
1-21	FA.1.2.1, 2.4; MA.1.9.1
1-22	FA.1.2.4, 2.8
1-23	FA.1.3.2
1-24	FA.1.3.2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**IDAHO**

<u>Activity</u>	<u>Standard</u>
1-1	1.LA.2.3.1-4
1-2	1.LA.2.1.3; 1.M.4.1.2
1-3	1.LA.3.1.1-2, 3.2.1
1-4	1.LA.1.8.4
1-5	1.LA.1.8.2, 8.4
1-6	1.LA.1.8.4
1-7	1.M.1.2.1-3
1-8	1.M.5.2.1
1-9	1.M.4.1.1
1-10	1.S.1.2.1
1-11	1.S.1.2.1, 4.1.1
1-12	1.S.1.2.1, 4.1.1; K-2.H.4.1.3
1-13	1.S.1.2.1, 3.2.1
1-14	1.S.3.2.1
1-15	1.SS.4.1.1-2
1-16	1.SS.3.1.2
1-17	1.SS.2.1.1-2
1-18	1.SS.1.1.3
1-19	K.VA.2.1.1-4
1-20	K.VA.3.1.1-4
1-21	K-3.Mu.3.2.3; 1.M.3.4.1
1-22	K-3.Mu.1.2.1, 3.3.3
1-23	K-3.T.3.3.1-3
1-24	K-3.T.3.1.1-2

ILLINOIS

<u>Activity</u>	<u>Standard</u>
1-1	2.A.1a, 2.B.1a-c
1-2	1.A.1b; 9.B.1b
1-3	3.B.1a, 3.C.1a
1-4	1.A.1b
1-5	1.A.1b
1-6	1.A.1b
1-7	6.B.1, 6.C.1a, 8.C.1
1-8	10.A.1a-b
1-9	9.A.1a
1-10	11.A.1a, 12.C.1a
1-11	11.A.1a, 12.E.1b
1-12	11.A.1a, 12.E.1b

ILLINOIS (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	11.A.1a, 12.A.1.a
1-14	12.B.1a-b, 12.C.1a
1-15	14.D.1
1-16	15.A.1a-b, 15.C.1a
1-17	12.E.1c, 15.C.1a
1-18	16.A.1a
1-19	25.A.1d
1-20	26.B.1d
1-21	25.A.1c, 26.B.1c; 8.A.1a
1-22	25.A.1c, 26.B.1a
1-23	25.A.1b, 26.B.1b
1-24	25.A.1b, 26.B.1b

INDIANA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.3.1-5
1-2	ELA 1.1.18; Math 1.4.3
1-3	ELA 1.4.1, 1.5.1
1-4	ELA K.1.22, 2.4.4
1-5	ELA K.1.22, 2.1.0
1-6	ELA K.1.22, 2.4.4
1-7	Math 1.2.1-2, 1.2.5
1-8	Math 1.5.5
1-9	Math 1.4.1, 4.7
1-10	Sci 1.1.1
1-11	Sci 1.1.1, 1.4, 3.3, 5.2
1-12	Sci 1.1.1; Health 1.7.2
1-13	Sci 1.1.1-2
1-14	Sci 1.4.3-4
1-15	Soc 1.2.2-3
1-16	Soc 1.4.1-2, 4.6
1-17	Soc 1.3.3-4, 3.9
1-18	Soc 1.1.6, 1.8
1-19	Art 1.3.1-2
1-20	Art 1.6.3, 7.1-2, 7.5
1-21	Music 1.2.1-2, 6.1; Math 1.3.4
1-22	Music 1.6.1-2, 6.4
1-23	Theatre 1.6.1-3
1-24	Theatre 1.6.1-3, 8.1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**IOWA**

<u>Activity</u>	<u>Standard (Grade 3)</u>
1-1	Lit 1A-D
1-2	Lit 1; Math 1C
1-3	Lit 1I
1-4	Lit 1A-B
1-5	Lit 1A-B
1-6	Lit 1A-B
1-7	Math 3A
1-8	Math 4A-B
1-9	Math 1C
1-10	Sci 1A, 4B
1-11	Sci 1A, 3B
1-12	Sci 1A, 3B
1-13	Sci 1A, 2A
1-14	Sci 2A-C
1-15	Lit 1C
1-16	Lit 1C
1-17	Sci 3A
1-18	Math 1A
1-19	Lit 1E, 1H, Math 1C
1-20	Lit 1E
1-21	Math 1B
1-22	Math 1B
1-23	Lit 1D-E
1-24	Lit 1D

KANSAS

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1.4, 2.1-2
1-2	Reading 1.3; Math 2.4
1-3	Writing 1.1
1-4	Reading 1.3
1-5	Reading 1.3
1-6	Reading 1.3
1-7	Math 1.2, 1.4, 2.2
1-8	Math 4.2
1-9	Math 3.1, 3.3
1-10	Sci 1.1, 2.1
1-11	Sci 1.1, 4.2-3, 5.1
1-12	Sci 1.1, 4.2-3; Health 3.1

KANSAS (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.1, 3.1
1-14	Sci 1.1, 3.1
1-15	Soc Civics 1, 3, 5
1-16	Soc Econ 2
1-17	Soc Geog 1-3
1-18	Soc Hist 1-4
1-19	Art 1.2, 2.1-2, 3.1
1-20	Art 1.1, 1.3-4, 3.2
1-21	Music 2.1-5, 3.1-3; Math 2.1
1-22	Music 6.2-5
1-23	Drama 1.1, 2.1, 3.1-2
1-24	Drama 1.2-3, 3.1-2

KENTUCKY

<u>Activity</u>	<u>Standard</u>
1-1	RD-EP-2.0.1-5, 4.0.1
1-2	RD-EP-1.0.1; MA-EP-4.1.1
1-2	WR-E-4.7.0, 4.8.0, 4.9.0
1-4	RD-EP-1.0.1
1-5	RD-EP-1.0.1, 1.0.3
1-6	RD-EP-1.0.1
1-7	MA-EP-1.3.1
1-8	MA-EP-4.1.1-3
1-9	MA-EP-3.1.1-2
1-10	SC-EP-1.1.2
1-11	SC-EP-2.3.2-3
1-12	SC-EP-2.3.2; PL-EP-1.3.2
1-13	SC-EP-3.4.1-2
1-14	SC-EP-3.4.1, 4.6.1-2
1-15	SS-EP-1.1.2
1-16	SS-EP-3.3.1, 3.4.1
1-17	SS-EP-3.3.1, 3.4.1
1-18	SS-EP-5.1.1, 5.2.1-3
1-19	AH-EP-1.4.1
1-20	AH-EP-4.3.2
1-21	AH-EP-1.1.1, 4.1.4
1-22	AH-EP-1.1.1-2
1-23	AH-EP-4.3.1
1-24	AH-EP-4.3.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**LOUISIANA**

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.12-14, 16-17, 7.22
1-2	ELA 1.3; Math 33
1-3	ELA 2.28
1-4	ELA 1.3
1-5	ELA 1.3, 1.7
1-6	ELA 1.3, 1.6
1-7	Math 12-14, 19
1-8	Math 32
1-9	Math 29
1-10	Sci 5, 18-19
1-11	Sci 5-6, 8, 38
1-12	Sci 5, 38
1-13	Sci 5, 28
1-14	Sci 5, 27
1-15	Soc 16, 20
1-16	Soc 14, 27
1-17	Soc 6, 10
1-18	Soc 32
1-19	VA-HP-E1, E3, VA-CA-E5
1-20	VA-CE-E4
1-21	M-CE-E1, E4; Math 35
1-22	M-AP-E1, M-HP-E1, E6
1-23	TH-CE-E2, E4
1-24	TH-CE-E2-3

MAINE

<u>Activity</u>	<u>Standard</u>
1-1	ELA A1-2
1-2	ELA A1; Math B2
1-3	ELA B1-2
1-4	ELA A1
1-5	ELA A1
1-6	ELA A1
1-7	Math A2, D1
1-8	Math B2
1-9	Math C1
1-10	Sci B1, D3
1-11	Sci A3, B1, D1-2
1-12	Sci B1; Health C2

MAINE (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci B1, E1
1-14	Sci B1, E1-2
1-15	Soc B1
1-16	Soc C1
1-17	Soc D1-2
1-18	Soc A1, E1-2
1-19	Art A1-2, D1
1-20	Art B1-2
1-21	Music A1, A3; Math D3
1-22	Music A3, D1
1-23	Theatre A2, B1
1-24	Theatre A2, B2

MARYLAND

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.E.1-4, 3.A.1-3
1-2	ELA 1.D.1; Math 2.A.1
1-3	ELA 4.A.1-2
1-4	ELA 1.D.1-3, 3.A.7
1-5	ELA 1.D.1-3, 3.A.7
1-6	ELA 1.D.1-3, 3.A.7
1-7	Math 1.B.2, 6.C.1
1-8	Math 4.A.1, B.1
1-9	Math 2.A.1
1-10	Sci 1.A.1
1-11	Sci 1.A.1, C.1, 2.E.2
1-12	Sci 1.A.1; Health 5.A.1
1-13	Sci 1.A.1, 3.A.1
1-14	Sci 1.A.1, 2.D.2
1-15	Soc 1.A.1, C.1
1-16	Soc 4.A.1, B.2
1-17	Soc 3.B.1, D.1, 4.A.2
1-18	Soc 5.A.1, 6.A.1-2
1-19	Art 1.1-2, 2.1
1-20	Art 1.3, 3.1
1-21	Music 1.1-2; Math 1.A.2
1-22	Music 1.1-3, 2.1
1-23	Theatre 2.1-2, 3.1-2
1-24	Theatre 2.1-2, 3.1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**MASSACHUSETTS**

<u>Activity</u>	<u>Standard</u>
1-1	Lang 8.1-3, 8.6-7, 11.1
1-2	Lang 4.3; Math K.P.1-2
1-3	Lang 2.1, 19.5, 23.1-2
1-4	Lang 4.8
1-5	Lang 4.5, 4.8, 5.2
1-6	Lang 4.8
1-7	Math 2.N.7-9
1-8	Math 2.D.2-3
1-9	Math 2.G.6
1-10	Sci Tech 2.2
1-11	Sci Earth 2-3, 5
1-12	Sci Earth 2-3; Health 9.1
1-13	Sci Earth 1, Life 2
1-14	Sci Earth 4, Life 1, 6, 8
1-15	Soc 8
1-16	Soc 9-11
1-17	Soc 7
1-18	Soc 1-2
1-19	Art 5.1, 5.3
1-20	Art 1.1-3, 3.3
1-21	Music 3.1, 3.4-5; Math 2.P.1
1-22	Music 5.1-5
1-23	Theatre 1.1-6, 2.3
1-24	Theatre 1.2-5, 2.3

MICHIGAN

<u>Activity</u>	<u>Standard</u>
1-1	R.NT.01.01-05
1-2	R.WS.01.10; G.GS.00.02
1-3	W.PR.01.01-02
1-4	R.WS.01.07-10
1-5	R.WS.01.07-10
1-6	R.WS.01.07-10
1-7	N.MR.01.10-14
1-8	D.RE.01.01-02
1-9	G.GS.01.01
1-10	S.IP.01.11
1-11	E.ES.01.21-22
1-12	E.ES.01.23-24

MICHIGAN (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	L.OL.01.13
1-14	L.OL.01.13, E.ES.01.12
1-15	1.C1.0.1-2
1-16	1.E1.0.1-2
1-17	1.G2.0.1, G5.0.1
1-18	1.H2.0.1, 4
1-19	L.RP.01.01
1-20	R.NT.01.04
1-21	G.SR.01.05
1-22	L.CN.01.03
1-23	S.DS.01.02
1-24	S.DS.01.02

MINNESOTA

<u>Activity</u>	<u>Standard</u>
1-1	ELA I.D.1-6
1-2	ELA I.D.6
1-3	ELA II.A.1
1-4	ELA I.B.2-4
1-5	ELA I.B.2-4
1-6	ELA I.B.2-4
1-7	Math 1.1.2.1
1-8	Math 1.1.1.5
1-9	Math 1.3.1.2
1-10	Sci 1.1.1.1
1-11	Sci 1.1.1.1, K.3.2.2
1-12	Sci K.3.2.2
1-13	Sci 1.4.1.1
1-14	Sci 1.4.2.1
1-15	Soc VII.B.1-3
1-16	Soc VI.A.2, B.1
1-17	Soc VI.B.2
1-18	Soc I.B.1, III.C.1, IV.A.1-2
1-19	Art 1.1.1.5.1
1-20	Art 1.2.1.5.1
1-21	Music 1.1.2.3.2; Math 1.2.1.1
1-22	Music 1.1.1.3.1
1-23	Theater 1.3.1.4.1
1-24	Theater 1.1.2.4.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**MISSISSIPPI**

<u>Activity</u>	<u>Standard</u>
1-1	Lang 2.a-d
1-2	Lang 1.f; Math 5.a
1-3	Lang 3.a, c
1-4	Lang 1.g-i
1-5	Lang 1.g-i
1-6	Lang 1.g-i
1-7	Math 1.d-f
1-8	Math 5.a
1-9	Math 3.a, c
1-10	Sci 1.a, 2.g
1-11	Sci 4.c, g
1-12	Sci 4.c, g
1-13	Sci 3.a
1-14	Sci 3.e, 4.e
1-15	Soc 2.b-d
1-16	Soc 4.d
1-17	Soc 4.d
1-18	Soc 3.a
1-19	Art 4-8
1-20	Art 1-4
1-21	Music 1.e, 2.b, 3.a; Math 2.a
1-22	Music 3.a, 4.c, 6.a
1-23	Theater 1, 2
1-24	Theater 1, 2

MISSOURI

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1F-I, 2C
1-2	Reading 1E; Math Data 1B
1-3	Writing 1A, 2B-C
1-4	Reading 1E
1-5	Reading 1E
1-6	Reading 1E
1-7	Math Num 2A, 3A-C
1-8	Math Data 1C
1-9	Math Geo 1A, C
1-10	Sci 1.2.A
1-11	Sci 5.2.F
1-12	Sci 5.2.F

MISSOURI (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 3.1.A
1-14	Sci 1.2.C, 3.1.A, 4.1.A
1-15	Soc Dem 1A, Gov 2C
1-16	Soc Econ 4A
1-17	Soc Geo 5C
1-18	Soc Hist 3a1G, Tool 7A
1-19	Art III.1.A, 2.A
1-20	Art I.1.A, 2.A, II.1.G
1-21	Music Perf 2A-B, D
1-22	Music Perc 1A-B, Hist 1A
1-23	Theater Perf 1A-B
1-24	Theater Perf 1A-B

MONTANA

<u>Activity</u>	<u>Standard</u>
1-1	Comm 1.3, 3.1-3
1-2	Comm 2.1-2; Math 2.1
1-3	Comm 5.1-7
1-4	Comm 2.1-2
1-5	Comm 2.1-2
1-6	Comm 2.1-2
1-7	Math 1.2
1-8	Math 2.1
1-9	Math 3.1
1-10	Sci 1.1, 2.3, 2.7
1-11	Sci 1.1-3, 4.4, 4.6
1-12	Sci 4.4; Health 1.5
1-13	Sci 3.4
1-14	Sci 3.2, 3.4, 4.6
1-15	Soc 2.1
1-16	Soc 5.3
1-17	Soc 3.3, 3.7
1-18	Soc 4.1-5
1-19	Art 4.1, 6.4
1-20	Art 1.1-2, 2.1-2
1-21	Music 1.4, 2.2-3; Math 4.1
1-22	Music 1.1, 2.2-3
1-23	Theatre 1.4, 2.1-3
1-24	Theatre 1.1, 1.4, 2.2-3

APPENDIX
ACTIVITY CONTENT STANDARDS by STATE / TERRITORY

NEBRASKA

<u>Activity</u>	<u>Standard</u>
1-1	LA 1.1.6
1-2	LA 1.1.5; MA 1.3.1
1-3	LA 1.2.1-2
1-4	LA 1.1.5
1-5	LA 1.1.5
1-6	LA 1.1.5
1-7	MA 1.1.2-3
1-8	MA 1.4.1
1-9	MA 1.2.1
1-10	Sci 1.1.1
1-11	Sci 1.1.3, 1.5.2-3
1-12	Sci 1.5.2-3
1-13	Sci 1.4.1
1-14	Sci 1.4.2, 1.5.2
1-15	Soc 1.8
1-16	Soc 1.6
1-17	Soc 1.4
1-18	Soc 1.1-2
1-19	VPA 1.3.1, 7.1
1-20	VPA 1.4.1
1-21	VPA 1.4.1; MA 1.3.1
1-22	VPA 1.3.1, 4.1, 5.1
1-23	VPA 1.4.1
1-24	VPA 1.4.1

NEVADA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 2.1.2-3, 3.1.1-3
1-2	ELA 1.1.4
1-3	ELA 5.1.1-2
1-4	ELA 1.1.4
1-5	ELA 1.1.4
1-6	ELA 1.1.4
1-7	Math 1.1.5, 1.1.8
1-8	Math 5.1.1
1-9	Math 4.K.3
1-10	Sci N.2.A.1, P.2.C.1
1-11	Sci N.2.A.1-2, E.2.A.3-4
1-12	Sci E.2.A.3-4, E.2.B.1-2

NEVADA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci L.2.C.1
1-14	Sci L.2.C.1-3, E.2.A.1
1-15	Soc C13.1.1
1-16	Soc G8.2.2, E.12.1.1
1-17	Soc G6.1.1, G8.2.2
1-18	Soc H1.1.3
1-19	Art 2.3.1, 5.3.3
1-20	Art 1.3.3, 2.3.4
1-21	Music 2.3.1, 3.3.1
1-22	Music 6.3.1, 9.3.1
1-23	Theatre 1.3.1
1-24	Theatre 2.3.1-3

NEW HAMPSHIRE

<u>Activity</u>	<u>Standard</u>
1-1	Reading R.1.4-6
1-2	Reading R.1.2-3
1-3	Writing W.1.4, 10
1-4	Reading R.1.2-3
1-5	Reading R.1.2-3
1-6	Reading R.1.2-3
1-7	Math M.NO.1.3
1-8	Math M.DSP.1.1
1-9	Math M.GM.1.1
1-10	Sci PS2.3
1-11	Sci ESS1.1-2
1-12	Sci ESS1.1
1-13	Sci LS1.1
1-14	Sci LS2.2, ESS2.2
1-15	Soc SS.CV.2.1.1, 1.4
1-16	Soc SS.EC.2.1.1
1-17	Soc SS.EC.2.1.2, GE.2.4.2
1-18	Soc SS.HI.2.3.1
1-19	Art 2.a-d
1-20	Art 1.a-e
1-21	Music 2.a-b, d; Math M.FA.1.1
1-22	Music 6.b-e
1-23	Theatre 1.a-b, 6.d
1-24	Theatre 1.a-b, 2.a-c

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**NEW JERSEY**

<u>Activity</u>	<u>Standard</u>
1-1	see Common Core, pg 24
1-2	see Common Core
1-3	see Common Core
1-4	see Common Core
1-5	see Common Core
1-6	see Common Core
1-7	see Common Core
1-8	see Common Core
1-9	see Common Core
1-10	Sci 5.2.C
1-11	Sci 5.4.A, F
1-12	Sci 5.4.F; Health 2.1.D
1-13	Sci 5.3.A
1-14	Sci 5.3.A-C, 5.4.E
1-15	Soc 6.1.A
1-16	Soc 6.1.C
1-17	Soc 6.1.B-C
1-18	Soc 6.1.D
1-19	Art 1.2.A, 1.3.D
1-20	Art 1.1.D, 1.3.D
1-21	Music 1.1.B, 1.3.B
1-22	Music 1.1.B, 1.2.A
1-23	Theatre 1.1.C, 1.3.C
1-24	Theatre 1.1.C, 1.3.C

NEW MEXICO

<u>Activity</u>	<u>Standard</u>
1-1	Lang I.A.1.1-4
1-2	Lang I.D.1.5; Math K.A.1.1-2
1-3	Lang II.C.2.2
1-4	Lang I.D.1.5
1-5	Lang I.D.1.5
1-6	Lang I.D.1.5
1-7	Math 1.N.2.1-3
1-8	Math 1.D.1.1
1-9	Math 1.G.1.1
1-10	Sci II.I.II.1.1
1-11	Sci II.III.II.1.1
1-12	Sci II.III.II.1.1; Health 2.1.3

NEW MEXICO (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci II.II.II.1.1
1-14	Sci II.II.I.1.1
1-15	Soc III.A.1.1-2
1-16	Soc IV.B.1.1
1-17	Soc II.B.1.1, C.1.1
1-18	Soc I.D.1.1
1-19	Art 5.A.1.2
1-20	Art 1.A.1.1-2
1-21	Music 1.C.1.1; Math 1.A.1.1
1-22	Music 2.A.1.1, 5.C.1.1
1-23	Theatre 2.A.1.1-2, 2.B.1.1
1-24	Theatre 1.A.1.1

NEW YORK

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1-3
1-2	Reading 1; Math 1.S.5
1-3	Writing 2
1-4	Reading 1
1-5	Reading 1
1-6	Reading 1
1-7	Math 1.N.24
1-8	Math 1.S.4
1-9	Math 1.G.3, 5
1-10	Sci Phys 4.1a
1-11	Sci Phys 1.1a, 2.1a-b
1-12	Sci Phys 2.1e; Health 2.1
1-13	Sci Life 1.1a-b, 1.1c
1-14	Sci Life 1.1a-b, 6.1a-d, Phys4.2a
1-15	Soc 5.1
1-16	Soc 4.1
1-17	Soc 3.1
1-18	Soc 1.2
1-19	Art 3-4
1-20	Art 1-2
1-21	Music 1-2; Math 1.A.1
1-22	Music 3-4
1-23	Theatre 1-2
1-24	Theatre 1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**NORTH CAROLINA**

<u>Activity</u>	<u>Standard</u>
1-1	ELA 2.03-08
1-2	ELA 3.02-03; Math 5.02
1-3	ELA 4.05-06
1-4	ELA 3.02-03, 4.01-03
1-5	ELA 3.02-03, 4.01-03
1-6	ELA 3.02-03, 4.01-03
1-7	Math 1.03-04
1-8	Math 4.01
1-9	Math 3.01
1-10	Sci (K)3.03
1-11	Sci (K)2.01-05
1-12	Sci (K)2.01-03; Health (K)2.06
1-13	Sci 1.05
1-14	Sci 1.01-02, 04
1-15	Soc 2.01-05
1-16	Soc 6.07
1-17	Soc 5.06-07
1-18	Soc 3.01-03
1-19	Art 6.05
1-20	Art 2.01-02
1-21	Music 2.01-05; Math 5.03
1-22	Music 6.01-05
1-23	Theatre 1.01-04, 2.02-04
1-24	Theatre 1.01, 2.02-04

NORTH DAKOTA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.2.1-2, 1.2.9-11
1-2	ELA 1.4.1; Math 1.3.3
1-3	ELA 1.3.2-3, 1.3.4-6
1-4	ELA 1.4.1
1-5	ELA 1.4.1
1-6	ELA 1.4.1
1-7	Math 1.1.12
1-8	Math 1.3.1-2
1-9	Math 1.2.1, 1.2.4
1-10	Sci 1.2.1
1-11	Sci 1.2.1, 5.1
1-12	Sci 1.5.1; Health 1.2.6

NORTH DAKOTA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.4.1-2
1-14	Sci 1.4.1-2
1-15	Soc 1.4.2
1-16	Soc 1.3.1-2
1-17	Soc 1.5.1
1-18	Soc 1.2.2-3
1-19	Art 4.3.1, 4.1, 6.2
1-20	Art 4.1.1-1.3, 2.3
1-21	Music 4.2.1-3; Math 1.5.2
1-22	Music 4.3.1, 4.6.1-6.5
1-23	Drama 4.3.1, 4.7.1-2
1-24	Drama 4.2.1-3

OHIO

<u>Activity</u>	<u>Standard</u>
1-1	ELA Lit A-E
1-2	ELA Vocab A; Math Data B
1-3	ELA Writing A-C
1-4	ELA Vocab A, C-E
1-5	ELA Vocab A, C-E
1-6	ELA Vocab A, C-E
1-7	Math Num G-H
1-8	Math Data B-C
1-9	Math Geo A, C-D
1-10	Sci Phys B-C
1-11	Sci Earth A, C
1-12	Sci Earth A, C
1-13	Sci Life A
1-14	Sci Life B
1-15	Soc Gov 10
1-16	Soc Econ 11-12
1-17	Soc Geo 5, Econ 13
1-18	Soc Hist 1-2
1-19	Art Hist B, Resp A-B
1-20	Art Creat A-C
1-21	Music Creat A, Resp A
1-22	Music Hist B-C, Resp A, C
1-23	Drama Creat 3-5
1-24	Drama Creat 1, 6

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**OKLAHOMA**

<u>Activity</u>	<u>Standard</u>
1-1	Lang 6.1-3, 7.1-2
1-2	Lang 4.1-4; Math 3.1
1-3	Writing 1.1-2, 2.1
1-4	Lang 4.1-4
1-5	Lang 4.1-4
1-6	Lang 4.1-4
1-7	Math 2.2
1-8	Math 5.1
1-9	Math 3.2
1-10	Sci Proc 1.1, Phys 1.1
1-11	Sci Proc 1.1, Earth 3.2
1-12	Sci Earth 3.2
1-13	Sci Proc 2.1, Life 2.1
1-14	Sci Life 2.1, Earth 3.1
1-15	Soc 3.1
1-16	Soc 4.1, 5.1-2
1-17	Soc 2.4, 4.3
1-18	Soc 1.1, 3.5
1-19	Art 1.1-4, 2.1-2
1-20	Art 3.1-3
1-21	Music 1.1-3, 3.1, 3.3-4
1-22	Music 1.1-3, 2.3
1-23	Lang 6.3
1-24	Lang 6.3, 7.2

OREGON

<u>Activity</u>	<u>Standard</u>
1-1	EL.01.RE.21-22, LI.01-02
1-2	EL.01.RE.27-28
1-3	EL.01.WR.01-06
1-4	EL.01.RE.25-26, 28
1-5	EL.01.RE.25-26, 28
1-6	EL.01.RE.25-26, 28
1-7	Math 1.2.1-2
1-8	Math 1.1.1
1-9	Math 1.3.3
1-10	Sci 1.3S.1-2
1-11	Sci 1.3S.1-2
1-12	Sci 1.3S.1-2; HE.03.HS.02

OREGON (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.2L.1
1-14	Sci 1.1L.1, 2L.1
1-15	SS.03.CG.03
1-16	SS.03.EC.02
1-17	SS.03.EC.02, GE.05
1-18	SS.03.HS.01
1-19	AR.03.AC.01, HC.02
1-20	AR.03.CP.01-03
1-21	PE.03.EE.01-02; Math 1.2.6
1-22	PE.03.EE.01
1-23	EL.01.LI.05-06
1-24	EL.01.LI.05-06

PENNSYLVANIA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.1.1.D, 1.3.1.A-D
1-2	ELA 1.1.1.C; Math 2.6.1.B
1-3	ELA 1.4.1.A
1-4	ELA 1.1.1.C
1-5	ELA 1.1.1.C
1-6	ELA 1.1.1.C
1-7	Math 2.1.1.F, 2.2.1.A-B
1-8	Math 2.6.1.B-D
1-9	Math 2.9.1.A
1-10	Sci 3.2.3.B.2
1-11	Sci 3.3.3.A.4-5
1-12	Sci 3.3.3.A.4-5; Health 10.3.3.B
1-13	Sci 3.1.3.A.1
1-14	Sci 3.1.3.A.2, 3.2.3.B.6
1-15	Soc 5.1.3.A-B
1-16	Soc 6.2.3.A, 6.3.3.A
1-17	Soc 6.1.3.A-B, 7.4.3.B
1-18	Soc 8.1.3.A
1-19	Art 9.1.3.C, 9.2.3.A
1-20	Art 9.1.3.A-B
1-21	Art 9.1.3.A-B; Math 2.8.1.C
1-22	Art 9.1.3.A-B, Art 9.1.3.C
1-23	Art 9.1.3.A-B
1-24	Art 9.1.3.A-B

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**RHODE ISLAND**

<u>Activity</u>	<u>Standard</u>
1-1	Reading R.1.4-6
1-2	Reading R.1.2-3
1-3	Writing W.1.4, 10
1-4	Reading R.1.2-3
1-5	Reading R.1.2-3
1-6	Reading R.1.2-3
1-7	Math M.NO.1.3
1-8	Math M.DSP.1.1
1-9	Math M.GM.1.1
1-10	Sci PS2.4
1-11	Sci ESS1.3-5
1-12	Sci ESS1.5
1-13	Sci LS1.1
1-14	Sci LS1.2, 2.5-6
1-15	Soc CG.1.1-2
1-16	Soc CG.5.1
1-17	Sci ESS1
1-18	Soc HP.1.1-2, 2.1-2
1-19	Art VAD.2.1, 3.1-2
1-20	Art VAD.1.1-2, 3.1
1-21	Music M.1.1, 3.1; Math M.FA.1.1
1-22	Music M.2.1, 4.1-2
1-23	Theatre T.1.1, 2.1
1-24	Theatre T.1.1, 2.1, 3.1

SOUTH CAROLINA

<u>Activity</u>	<u>Standard</u>
1-1	ELA 1.1.1-7
1-2	ELA 1.3.1-3; Math 1.6.2
1-3	ELA 1.4.1-3
1-4	ELA 1.3.1-3
1-5	ELA 1.3.1-3, 1.3.5
1-6	ELA 1.3.1-3
1-7	Math 1.2.8
1-8	Math 1.6.2-3
1-9	Math 1.4.2-3
1-10	Sci 1.1.3, 5.3
1-11	Sci 1.1.2, 3.1-2
1-12	Sci 1.3.1

SOUTH CAROLINA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci K.2.2
1-14	Sci 1.2.1, 2.5, 3.2
1-15	Soc 1.3.1-2, 3.4, 5.1-2
1-16	Soc 1.6.1-2
1-17	Soc 1.2.2
1-18	Soc 1.1.3
1-19	Art I.A, II.A
1-20	Art I.B, II.B
1-21	Music II.A-D; Math 1.3.4
1-22	Music VI.A-E
1-23	ELA 1.1.8; Theatre I.A-B
1-24	Theatre I.A-B, II.A-E

SOUTH DAKOTA

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1.R.3.1
1-2	Reading 1.R.2.2; Math 1.A.4.2
1-3	Writing 1.W.1.1-2
1-4	Reading 1.R.1.5-6
1-5	Reading 1.R.1.5-6
1-6	Reading 1.R.1.5-6
1-7	Math 1.A.2.2, N.2.1, 3.1
1-8	Math 1.S.1.1-2
1-9	Math 1.G.1.1
1-10	Sci K.P.3.1
1-11	Sci 1.E.1.1
1-12	Sci 1.E.1.1; Health 1.3
1-13	Sci K.L.1.1
1-14	Sci 1.L.1.1, 1.3
1-15	Soc 1.C.2.1-2
1-16	Soc 1.E.1.1
1-17	Soc 1.E.1.1
1-18	Soc 1.US.1.1
1-19	Art 3-4
1-20	Art 1
1-21	Music 1; Math 1.A.4.1
1-22	Music 1-2, 4-5
1-23	Theatre 1-2
1-24	Theatre 1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**TENNESSEE**

<u>Activity</u>	<u>Standard</u>
1-1	0101.8.1-4
1-2	0101.1.2; 0106.5.1
1-3	0101.3.1-2
1-4	0101.1.2
1-5	0101.1.2
1-6	0101.1.2
1-7	0106.2.3-4
1-8	0106.5.1
1-9	0106.4.1-2
1-10	0107.Inq.1
1-11	0107.6.1-2, 8.1
1-12	0107.6.1, 8.1; Health 10.3
1-13	0107.2.1
1-14	0107.3.1, 5.1, 10.1
1-15	Soc 4.01, 03
1-16	Soc 2.02-03
1-17	Soc 2.03, 3.02
1-18	Soc 5.01-03
1-19	Art 2.1-2, 3.2-3, 4.1
1-20	Art 1.1-3, 3.3
1-21	Music 2.1-2, 6.1-4
1-22	Music 6.1-4, 7.1, 9.1
1-23	Theatre 1.1-3
1-24	Theatre 1.4, 2.1-5

TEXAS

<u>Activity</u>	<u>Standard</u>
1-1	110.12.b.4, 7-11
1-2	110.12.b.6; 111.13.b.9
1-3	110.12.b.17-18
1-4	110.12.b.6
1-5	110.12.b.6
1-6	110.12.b.6
1-7	111.13.b.3
1-8	111.13.b.9-10
1-9	111.13.b.6
1-10	112.3.b.4
1-11	112.3.b.4, 7
1-12	112.3.b.7; 115.3.b.2

TEXAS (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	112.3.b.5, 8
1-14	112.3.b.9
1-15	113.3.b.10, 12
1-16	113.3.b.7-8
1-17	113.3.b.6, 9
1-18	113.3.b.3
1-19	117.5.b.1, 3-4
1-20	117.5.b.2, 4
1-21	117.6.b.1-2, 6; 111.13.b.4
1-22	117.6.b.1, 5-6
1-23	117.7.b.1-3
1-24	117.7.b.1-3

UTAH

<u>Activity</u>	<u>Standard</u>
1-1	ELA 7.2-3
1-2	ELA 6.1-3; Math 3.3
1-3	ELA 8.1-2
1-4	ELA 6.1-3
1-5	ELA 6.1-3
1-6	ELA 6.1-3
1-7	Math 1.3
1-8	Math 3.3
1-9	Math 3.1
1-10	Sci 2.1-2
1-11	Sci 4.2.1-3
1-12	Sci 4.2.1; Health 5.1
1-13	Sci 3.2.1
1-14	Sci 3.2.2, 3.5.1
1-15	Soc 3.III.1-2
1-16	Soc 4.II.3
1-17	Soc 3.II.1-2, 4.I.2
1-18	Soc 4.II.1-2
1-19	Art 3.2.1, 3.3.1, 3.4.1-2
1-20	Art 3.1.1-2, 3.3.2
1-21	Music 3.1.2, 3.4.1-2; Math 2.1
1-22	Music 3.4.1-2
1-23	Theater 3.1.1-3
1-24	Theater 3.2.1-3

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**VERMONT**

<u>Activity</u>	<u>Standard</u>
1-1	Reading 1.7, 10-11, 13-15
1-2	Reading 1.5-6; Math 1.9
1-3	Writing 1.1-2, 5
1-4	Reading 1.5-6
1-5	Reading 1.5-6
1-6	Reading 1.5-6
1-7	Math 1.3-4
1-8	Math 1.25
1-9	Math 1.9
1-10	Sci 1.4, 29
1-11	Sci 1.5, 48
1-12	Sci 1.48; Health VIP.HE1
1-13	Sci K.30
1-14	Sci 1.34-35
1-15	Soc 1.15
1-16	Soc 1.18-20
1-17	Soc 1.12; Sci 1.49
1-18	Soc 1.10
1-19	Art 1.12-13
1-20	Art 1.10-12
1-21	Music 1.4-6; Math 1.19
1-22	Music 1.6, 13, 18
1-23	Theater 1.7-9, 13, 16
1-24	Theater 1.7-9, 13, 16

VIRGINIA

<u>Activity</u>	<u>Standard</u>
1-1	Eng 1.9
1-2	Eng 1.2, 7; Math 1.20
1-3	Eng 1.12
1-4	Eng 1.2, 7
1-5	Eng 1.2, 7
1-6	Eng 1.2, 7
1-7	Math 1.8-9
1-8	Math 1.18-19
1-9	Math 1.16
1-10	Sci 1.1-2
1-11	Sci 1.1, 7
1-12	Sci 1.7; Health 1.3

VIRGINIA (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci 1.4-5
1-14	Sci 1.4-6
1-15	Soc 1.10, 12
1-16	Soc 1.7
1-17	Soc 1.6
1-18	Soc 1.1
1-19	Art 1.13-14, 16-17
1-20	Art 1.1-5, 8-10
1-21	Music 1.1-3, 5, 7; Math 1.21
1-22	Music 1.3, 7-8
1-23	Eng 1.1, 3, 9
1-24	Eng 1.1, 3, 9

WASHINGTON

<u>Activity</u>	<u>Standard</u>
1-1	Read 2.1.4-5, 3.1, 3.4.1-3
1-2	Read 1.2.1-2
1-3	Writing 1.1.1, 1.2.1
1-4	Read 1.2.1-2, 3.1-2
1-5	Read 1.2.1-2, 3.1-2
1-6	Read 1.2.1-2, 3.1-2
1-7	Math 1.2.A-B, H
1-8	Math 1.5.A-B
1-9	Math 1.3.C
1-10	Sci INQ.A
1-11	Sci ES1.A-B
1-12	Sci ES1.A-B; Health 2.4.2
1-13	Sci LS3.A
1-14	Sci LS1.E-F, 2.A-B
1-15	Soc 1.2
1-16	Soc 2.2
1-17	Soc 2.2, 3.2.1
1-18	Soc 4.1.1
1-19	Art 1.3, 2.3
1-20	Art 1.1, 1.2, 2.1
1-21	Music 1.1, 1.2; Math 1.2.I
1-22	Music 1.1, 1.3, 1.4, 2.3
1-23	Theatre 1.1, 1.2, 2.1, 2.2
1-24	Theatre 1.1, 1.2, 2.1, 2.2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**WEST VIRGINIA**

<u>Activity</u>	<u>Standard</u>
1-1	RLA.O.1.1.12-16
1-2	RLA.O.1.1.6-8; M.O.1.2.1
1-3	RLA.O.1.2.3-4
1-4	RLA.O.1.1.6-8
1-5	RLA.O.1.1.6-8
1-6	RLA.O.1.1.6-8
1-7	M.O.1.1.10-12
1-8	M.O.1.5.1
1-9	M.O.1.3.8
1-10	SC.O.1.2.13
1-11	SC.O.1.2.14-16
1-12	SC.O.1.2.14-16
1-13	SC.O.1.2.1
1-14	SC.O.1.2.2
1-15	SS.O.1.1.3, 2.4
1-16	SS.O.1.3.2
1-17	SS.O.1.4.4-5
1-18	SS.O.1.5.1-3
1-19	VA.O.VAI.3.1, 4.1-3
1-20	VA.O.VAI.1.2, 2.1-3
1-21	MU.O.GMK-2.1.4-5; M.O.1.1
1-22	MU.O.GMK-2.1.7-8
1-23	TH.O.LI.1.1-2
1-24	TH.O.LI.2.1-4

WISCONSIN

<u>Activity</u>	<u>Standard</u>
1-1	Lit 1.1, 1.3, 1.7; Listening 1.2
1-2	Lang 1.4
1-3	Writing 1.3
1-4	Lang 1.4
1-5	Lang 1.4.e
1-6	Lang 1.5.b
1-7	Operations 1.6-8
1-8	Data 1.5
1-9	Geometry 1.2-3
1-10	Sci D.4.6, 8
1-11	Sci E.4.4-6
1-12	Sci E.4.4-5

WISCONSIN (cont'd)

<u>Activity</u>	<u>Standard</u>
1-13	Sci F.4.1
1-14	Sci F.4.1-4
1-15	Soc C.4.3-4
1-16	Soc D.4.3, 5
1-17	Soc A.4.2, D.4.3, 5
1-18	Soc B.4.2
1-19	Art A.4.2, B.4.1-6
1-20	Art A.4.2, C.4.7, E.4.1-3
1-21	Music B.4.1-5
1-22	Music F.4.1-6
1-23	Theatre C.4.1-3, E.4.1
1-24	Theatre B.4.1-4, C.4.3

WYOMING

<u>Activity</u>	<u>Standard</u>
1-1	LA1.1A-B
1-2	LA1.1A; MA1.5.1
1-3	LA1.2A-B
1-4	LA1.1A
1-5	LA1.1A
1-6	LA1.1A
1-7	MA1.1.4-5
1-8	MA1.5.1-2
1-9	MA1.2.1-2
1-10	SC4.1.9
1-11	SC4.1.5-6
1-12	SC4.1.5-6; HE4.1.3
1-13	SC4.1.1
1-14	SC4.1.3
1-15	SS4.1.1-2
1-16	SS4.3.1
1-17	SS4.3.1, 5.4
1-18	SS4.4.2
1-19	FPA4.2.1-4, 3.1
1-20	FPA4.1.1-2
1-21	FPA4.1.1-3; MA1.4.1-2
1-22	FPA4.2.1-4, 3.1
1-23	FPA4.1.2-3
1-24	FPA4.1.2-3