Scenario Performance Skills Aligned with Education Standards

The goal of Scenario Performance is to give students a creative and performance-based outlet to enlarge ideas, enrich personal style, and predict accurate images of the future. In creating their Performances, students are able to develop their thinking skills and enhance their creativity through storytelling, and fulfil many educational standards as well. Please see the following chart for details.

Please note that these standard strands are meant to be approximate and not correspond to any one Affiliate. Please use this for reference and to align with the standards used by your school system or educational governing body.

SPEAKING and LISTENING

Comprehension
1. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
3. Explore ideas under discussion by drawing on readings and other information.

Presentation of Knowledge and Ideas
1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
3. Create oral presentations that maintain a clear focus, development of main ideas and themes that engage the audience.
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
6. Follow agreed-upon rules for presentation
7. Pose and respond to questions that probe reasoning and evidence; promote divergent and creative perspectives.
8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9. Demonstrate command of the conventions of standard English grammar and usage when speaking.

READING

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
5. Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject

Integration of Knowledge and Ideas
1. Integrate and evaluate content presented in diverse media and formats.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Range of Reading and Level of Text Complexity
1. Read and comprehend complex literary and informational texts independently and proficiently.
2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

WRITING

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Clearly present a position in an introductory statement to an identified audience.
5. Support the position with qualitative and quantitative facts and details from various sources, including texts.
6. Use an organizational structure to group related ideas that support the purpose.
7. Use language appropriate for the identified audience.
8. Connect reasons to the position using words, phrases, and clauses.
9. Provide a concluding statement or section related to the position presented.

Research to Build and Present Knowledge
1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
4. Identify and acquire information through reliable primary and secondary sources.
5. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
6. Present the research information, choosing from a variety of sources

LANGUAGE

Vocabulary Acquisition and Use
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

4. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase to be important to comprehension or expression.

LITERACY

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.
4. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Integration of Knowledge and Ideas
1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively,   as well as in words.