

Louis Armstrong Show Literacy Standards for Speaking and Listening

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>(e.g., Call and response of Louis Armstrong facts.)</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>(e.g., Call and response of Louis Armstrong facts.)</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>(e.g., Call and response of Louis Armstrong facts.)</p>	<p>SL.3.3 Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.</p> <p>(e.g., Call and response of Louis Armstrong facts.)</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>(e.g., Facts read from a Louis Armstrong biography.)</p>	<p>SL.5.3 <i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>(e.g., Facts read from a Louis Armstrong biography.)</p>
<p>SL.K.5 Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.</p> <p>(e.g., Louis Armstrong display board with music notes.)</p>	<p>SL.1.5 Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>(e.g., Louis Armstrong display board with music notes.)</p>	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>(e.g., Louis Armstrong display board with music notes.)</p>	<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.</p> <p>(e.g., Louis Armstrong display board with music notes.)</p>	<p>SL.4.5 Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</i>.</p> <p>(e.g., Louis Armstrong display board with music notes. Also, Louis Armstrong music presentations.)</p>	<p>SL.5.5 Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i>.</p> <p>(e.g., Louis Armstrong display board with music notes. Also, Louis Armstrong music presentations.)</p>

Louis Armstrong Show Social Studies Standards

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA- Literacy Alignment
<p>H.12.K.4</p> <p>Recognize historic figures and other people that have made an impact on history.</p> <p>(e.g., Louis Armstrong display board with music notes.)</p>	<p>H.12.1.4</p> <p>Retell stories of historical events, American legends, and people who played a role in history D2.His.3.K-2</p> <p>(e.g., Call and response of Louis Armstrong facts.)</p>	<p>H.12.2.4</p> <p>Investigate ways individuals, groups, and events have shaped one’s community and other communities in the United States D2.His.3.K-</p> <p>(e.g., Presentation of Louis Armstrong awards and accomplishments.)</p>	<p>H.12.3.4</p> <p>Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity D2.His.3.3-</p> <p>(e.g., Presentation of Louis Armstrong awards and accomplishments.)</p>	<p>H.12.4.4</p> <p>Analyze the impact of individuals and events on the past, present and future D2.His.3.3-</p> <p>(e.g., Presentation of Louis Armstrong awards, accomplishments, and memorials.)</p>	<p>CCRA.R.1, 3, 6, 7, 9, 10</p> <p>CCRA.W.2, 3, 4, 7, 8, 9</p> <p>CCRA.SL.1, 2, 4, 5, 6</p>

Louis Armstrong Show Music Standards

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>MU:Re7.2.Ka</p> <p>With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>(e.g., Identification of music notes on Louis Armstrong display board.)</p>	<p>MU:Re7.2.1a</p> <p>With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p> <p>(e.g., Selection of kids form marching band during the show.)</p>	<p>MU:Re7.2.2a</p> <p>Describe how specific music concepts are used to support a specific purpose in music.</p> <p>(e.g., Identification of music notes on Louis Armstrong display board.)</p>	<p>MU:Re7.2.3a</p> <p>Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p> <p>(e.g., Selection of kids form marching band during the show.)</p>	<p>MU:Re7.2.4a</p> <p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p> <p>(e.g., Selection of kids play song with handbells during the show.)</p>	<p>MU:Re7.2.5a</p> <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>(e.g., Selection of kids form marching band for historic Louis Armstrong song.)</p>