



## Act I Elements of Story

Grades: K-2  
Topic: Literacy

Livestream Learning Studio is a live, award-winning, yearlong school subscription service that delivers virtual education through the thrill of the creative arts.

Our Act I program teaches grades K-2 all about the elements of story. With daily virtual theatre programs and supplemental curriculum, the Studio delivers dynamic e-learning experiences that align with state and national education standards.



### 16 LITERACY LIVESTREAM TITLES

*322 virtual live experiences throughout the school year, all accessible through our event portal*



### EDUCATOR RESOURCES

*Professional development and lesson plans for educators included*



### LIVE INTERACTION

*Live hosts who provide interactive learning and classroom activities*



### EASE OF USE

*No additional tech or IT involvement needed!*

## We imagined it, then we built it.

In 2020, as COVID intensified, we imagined a classroom that could schedule multiple live, virtual theatrical events available every week, all year long. These live events would apply drama-based pedagogy to academic subjects by providing engaging instruction to students using interactive online-event technology.

It took us two years, but we invented, tested and refined this new approach we call Livestream Learning Studio, which is pioneering the virtual live experience in the classroom.

This new approach to “technology as a resource” comes from the minds behind The National Theatre for Children. NTC has been delivering live, in-school, drama-based academic enrichment for over 40 years, reaching over 25 million students in 60,000 schools. Livestream Learning Studio has embraced NTC’s adaptive approach to ensure that students continue learning no matter the format or technology.



## SEPTEMBER 2023

SHOW TITLE &  
EDUCATIONAL TOPICS

- Reading helps you develop creativity skills and gain a deeper understanding of the world.
- Concentration levels improve when you read.
- Reading improves your social skills and interaction.
- Reading helps you perform better academically in other subject areas.

COMMON CORE  
STANDARDS

*Read and comprehend independently: a) both self-selected and teacher-directed texts; b) complex literary and informational texts; and c) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.*

COMMON CORE  
BENCHMARKS

**0.1.2.1** With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.

**1.1.2.1** Read independently and monitor understanding of grade-level text; self-correct as needed using strategies.

**2.1.1.3** Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension.



- Fiction is a story that is not real, but created by an author's imagination.
- Nonfiction is factual stories based on actual events and people.
- Fiction can have some parts of the story that are based on true events.

*Analyze influences on content, meaning and style of text including fact or fiction, time period, and author perspective and identity in complex literary and informational texts.*

*Read and comprehend independently: a) both self-selected and teacher-directed texts; b) complex literary and informational texts; and c) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.*

**0.1.5.2** Recognize the difference between literary and informational text through listening or reading.

**1.1.6.2** Identify the time period and setting of the text.

**1.1.6.3 & 2.1.6.3** Identify if the text is literary or informational and support with evidence.

**2.1.4.1** Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text and recount the text.

**2.1.4.3** Identify characters, setting, conflict, resolution and events in a literary text.

## OCTOBER 2023

SHOW TITLE & EDUCATIONAL TOPICS	COMMON CORE STANDARDS	COMMON CORE BENCHMARKS
 <ul style="list-style-type: none"> <li>The author's purpose is the reason why they wrote the story.</li> <li>To entertain the reader is when the author writes a story to evoke a variety of emotions.</li> <li>Persuasion is when the author is trying to get you to agree or disagree with their idea.</li> </ul>	<p><i>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</i></p>	<p><b>0.1.4.1</b> Ask and answer questions about key details in a text with prompting and support.</p> <p><b>1.1.4.2 &amp; 2.1.4.2</b> Identify the central idea, message or moral of a text and one or two supporting details, with prompting as needed.</p> <p><b>2.1.5.1</b> Identify the purpose of chapters of a book, scenes of a play and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person).</p> <p><b>2.1.3.1</b> Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.</p>
 <ul style="list-style-type: none"> <li>Nonfiction is factual stories based on actual events and people.</li> <li>A fact is a statement that can be proven to be true.</li> <li>An opinion is a view or judgment formed about something, not necessarily based on knowledge.</li> <li>A story can include both facts and opinions.</li> </ul>	<p><i>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</i></p> <p><i>Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity in complex literary and informational texts.</i></p>	<p><b>0.1.4.1</b> Ask and answer questions about key details in a text with prompting and support.</p> <p><b>0.1.5.2</b> Recognize the difference between literary and informational text through listening or reading.</p> <p><b>1.1.6.3 &amp; 2.1.6.3</b> Identify if the text is literary or informational and support with evidence.</p> <p><b>2.1.4.4</b> Describe the connection between a series of events, concepts or steps in a procedure in informational text.</p> <p><b>2.1.5.2</b> Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes and hyperlinks).</p> <p><b>2.1.6.1</b> Identify the author or storyteller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the storyteller's perspective and identity.</p> <p><b>2.1.8.2</b> Determine the meaning of unfamiliar vocabulary or phrases in informational text using metacognitive strategies.</p>

NOVEMBER 2023

SHOW TITLE & EDUCATIONAL TOPICS

COMMON CORE STANDARDS

COMMON CORE BENCHMARKS



- The main idea is what the story is mostly about.
- Supporting details are the evidence that explains the main idea.

*Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.*

**0.1.4.4** Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.

**1.1.4.2 & 2.1.4.2** Identify the central idea, message or moral of a text and one or two supporting details, with prompting as needed.

**2.1.4.1** Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text and recount the text.



- Stories can be told with different perspectives, or points of view.
- First person point of view is when the narrator is a character in the story.
- Third person point of view is when the narrator exists outside the events of the story.

*Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.*

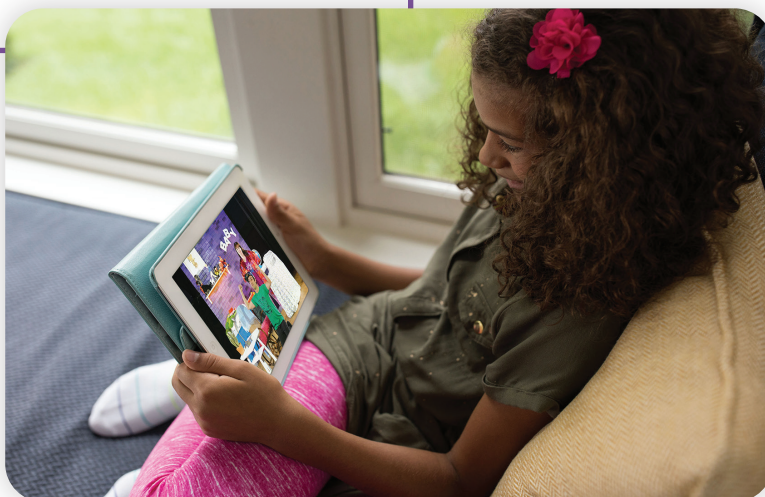
*Analyze influences on content, meaning and style of text including fact and fiction, time period and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.*

**0.1.6.1** Define the role of an author and illustrator in telling the story.

**1.1.6.1** Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform).

**2.1.5.1** Identify the purpose of chapters of a book, scenes of a play and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person).

**2.1.6.1** Identify the author or storyteller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the storyteller's perspective and identity.



JANUARY 2024

SHOW TITLE & EDUCATIONAL TOPICS

COMMON CORE STANDARDS

COMMON CORE BENCHMARKS



- The main character is who or what the story is mostly about. The protagonist is the main character.
- Characters can be realistic or fictional.
- Stories can have more than one character.

Identify characters and setting in a literary text with prompting and support.

**0.1.4.3** Identify characters and setting in a literary text with prompting and support.

**1.1.4.1** Ask and answer questions including who, what and where to demonstrate understanding of key details in a text and retell key details.

**2.1.4.3** Identify characters, setting, conflict, resolution and events in a literary text.



- The setting is where and when a story takes place.
- The setting is often described in the very beginning of a story.
- The physical location, time period and time of day are part of the setting.

Identify characters and setting in a literary text with prompting and support.

**1.1.4.1** Ask and answer questions including who, what and where to demonstrate understanding of key details in a text and retell key details.

**1.1.6.2** Identify the time period and setting of the text.


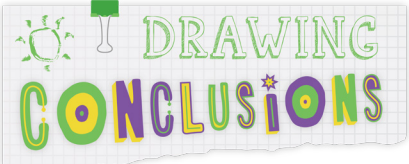
**2.1.4.3** Identify characters, setting, conflict, resolution and events in a literary text.



## FEBRUARY 2024

SHOW TITLE & EDUCATIONAL TOPICS	COMMON CORE STANDARDS	COMMON CORE BENCHMARKS
 <ul style="list-style-type: none"> <li>The plot is the beginning, middle and end of a story.</li> <li>A plot is made up of a sequence of events.</li> <li>Plots usually have a problem for the character(s) to solve.</li> </ul>	<p><i>Identify characters and setting in a literary text with prompting and support.</i></p> <p><i>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</i></p> <p><i>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</i></p>	<p><b>0.1.4.2</b> Identify the topic of a text with prompting and support.</p> <p><b>0.1.4.3</b> Identify characters and setting in a literary text with prompting and support.</p> <p><b>1.1.4.1 &amp; 2.1.4.1</b> Ask and answer questions including who, what and where to demonstrate understanding of key details in a text and retell key details or recount the text.</p> <p><b>1.1.5.1</b> Identify the beginning, middle and end of a text.</p> <p><b>1.1.6.2</b> Identify the time period and setting of the text.</p> <p><b>2.1.4.3</b> Identify characters, setting, conflict, resolution and events in a literary text.</p>
 <ul style="list-style-type: none"> <li>Conflict is a problem the character(s) face in the story.</li> <li>A conflict is not always a physical altercation.</li> <li>Not every conflict in a story has a resolution.</li> </ul>	<p><i>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</i></p> <p><i>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</i></p>	<p><b>1.1.4.1</b> Ask and answer questions including who, what and where to demonstrate understanding of key details in a text and retell key details.</p> <p><b>1.1.4.2</b> Identify the central idea, message or moral of a text, with prompting as needed.</p> <p><b>2.1.4.3</b> Identify characters, setting, conflict, resolution and events in a literary text.</p> <p><b>2.2.5.2</b> Write to respond to characters, setting and conflict in a story.</p> <p><b>2.2.6.1</b> Write to tell a story, introducing conflict to a character and setting.</p>

## MARCH 2024

SHOW TITLE & EDUCATIONAL TOPICS	COMMON CORE STANDARDS	COMMON CORE BENCHMARKS
 <ul style="list-style-type: none"> <li>A connection you can make with the story is called text-to-self.</li> <li>A connection made from one story to another is called text-to-text.</li> <li>How the story connects to events taking place around the world is called a text-to-world connection.</li> </ul>	<p><i>Read and comprehend independently: a) both self-selected and teacher-directed texts; b) complex literary and informational texts; and c) from multiple sources representing perspectives and identities like and unlike their own from dominant and marginalized social groups.</i></p>	<p><b>0.1.4.4 &amp; 1.1.4.4</b> Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.</p> <p><b>1.1.2.1 &amp; 2.1.2.1</b> Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections, with guidance and support.</p> <p><b>2.1.4.4</b> Describe the connection between a series of events, concepts or steps in a procedure in informational text.</p>
 <ul style="list-style-type: none"> <li>An inference is an idea or conclusion that is drawn from a story.</li> <li>Predictions are educated guesses a reader can make about the story.</li> <li>A conclusion is drawn using context clues from the story.</li> </ul>	<p><i>Read and comprehend independently: a) both self-selected and teacher-directed texts; b) complex literary and informational texts; and c) from multiple sources representing perspectives and identities like and unlike their own from dominant and marginalized social groups.</i></p> <p><i>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</i></p>	<p><b>0.1.5.3</b> Recognize the connection between illustrations and text.</p> <p><b>1.1.5.3</b> Identify the impact that illustrations have on content, meaning and style of a text.</p> <p><b>1.1.4.1</b> Ask and answer questions including who, what and where to demonstrate understanding of key details in a text and retell key details.</p> <p><b>2.1.2.1</b> Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections and building on strategies learned in previous grade levels, with guidance and support.</p> <p><b>2.1.5.3</b> Identify and explain how images are used to illustrate ideas and narratives in a text.</p> <p><b>2.1.8.2</b> Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.</p>



APRIL 2024

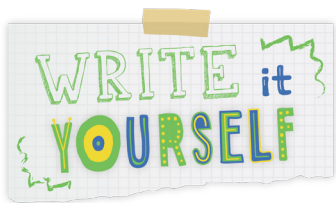
SHOW TITLE & EDUCATIONAL TOPICS	COMMON CORE STANDARDS	COMMON CORE BENCHMARKS
 <ul style="list-style-type: none"> <li>• A genre is the name for a category given to the story.</li> <li>• A legend is a story passed down from previous generations.</li> <li>• Humorous fiction emphasizes humor and is meant to make the reader laugh.</li> </ul>	<p>Analyze influences on content, meaning and style of text including fact and fiction, time period and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p>	<p><b>0.1.6.3</b> Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.</p> <p><b>1.1.6.2</b> Identify the time period and setting of the text.</p> <p><b>1.1.6.3</b> Identify if the text is literary or informational.</p> <p><b>2.1.2.1</b> Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections and building on strategies learned in previous grade levels, with guidance and support.</p>
 <ul style="list-style-type: none"> <li>• A genre is the name for a category given to the story.</li> <li>• A mystery is a genre whose stories focus on a puzzling crime, situation or circumstance that needs to be solved.</li> <li>• Fantasies are characterized by imaginary and unrealistic elements, typically involving supernatural powers and magical creatures.</li> </ul>	<p>Analyze influences on content, meaning and style of text including fact and fiction, time period and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p>	<p><b>0.1.6.3</b> Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.</p> <p><b>1.1.6.2</b> Identify the time period and setting of the text.</p> <p><b>1.1.6.3</b> Identify if the text is literary or informational.</p> <p><b>2.1.2.1</b> Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections and building on strategies learned in previous grade levels, with guidance and support.</p>

MAY 2024

SHOW TITLE & EDUCATIONAL TOPICS

COMMON CORE STANDARDS

COMMON CORE BENCHMARKS



- Writing can directly benefit your reading skills.
- Writing improves reading fluency.
- Writing improves reading comprehension.
- Writing is a critical communication skill.

*Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.*

*Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the use of informational and literary text, considering audience.*

*Write narratives, poetry and other creative texts with details and effective technique to express ideas.*

**0.2.2.1 & 2.2.2.1** Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks), with support and guidance.

**0.2.6.1** Tell a story about a personal experience or that of a character, verbally, visually or in written form.

**0.2.6.2** Correctly order beginning, middle and end of a story, with support and guidance.

**1.2.2.2** Share personal perspective, identity and voice, verbally, visually or in writing.

**1.2.6.1 & 2.2.6.1** Write to tell a story, creating details and introducing conflict to a character and setting.

**2.2.2.2** Write to express ideas representing personal perspective, identity and voice as a part of a group.

**2.2.5.1** Write to inform or explain, using details to show understanding of the topic, and including an introductory and concluding statement.

**2.2.5.2** Write to respond to characters, setting and conflict in a story.

**2.2.7.1** Ask and answer on-topic questions to research background information using resources vetted by the teacher.

**2.2.7.2** Plan and conduct research from a variety of sources, vetted by the teacher (e.g., search terms, choosing relevant sources), and share findings in writing.



- A genre is the name for a category given to the story.
- Historical fiction includes a plot that takes place in a setting relating to past events, but is fictional.
- Mythology is fictional stories based on historical beliefs of ancient people.

*Analyze influences on content, meaning and style of text including fact and fiction, time period and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.*

**0.1.5.2** Recognize the difference between literary and informational text through listening or reading.

**0.1.6.3** Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.

**1.1.3.1** Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.

**1.1.6.2** Identify the time period and setting of the text.

**1.1.6.3 & 2.1.6.3** Identify if the text is literary or informational, and support with evidence.

**2.1.2.1** Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections and building on strategies learned in previous grade levels, with guidance and support.

**2.1.6.2** Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.

# Professional Development for Educators

**Livestream Learning Studio makes professional development fun for teachers and easy for school districts.** With each subscription, educators will have access to three hours of live online instruction via our interactive portal and receive certification from Livestream Learning Studio upon completion.

## Educators will learn:

- Tried and tested concepts for incorporating drama-based pedagogy into classroom lessons
- Best practices for using our subscription event portal and digital resources
- Approaches to encourage the highest levels of student interaction and engagement
- Methods to integrate 30 minutes of the creative arts into weekly lesson plans with no loss in academic learning time
- How each livestream ties to national and state educational standards
- Yearlong mapping of our livestream events to align with academic calendars
- How to incorporate our student activities to build positive classroom culture
- Expected benefits and reporting on the impacts of our program
- How to continue to refine best practices, address challenges, and build and track classroom results



## Qualifications and Limits

To receive professional development training from Livestream Learning Studio, the school district must be registered for an annual subscription. We recommend that all district administrators and teachers who will use or evaluate the subscription service attend our professional development workshops.

## Format and Scheduling

Our instructors will provide two separate interactive workshops through our live training portal with 90-minute sessions offered in the fall and in the spring. Attendees will be able to ask questions through our live chat and participate in group activities with school peers. For those who are unable to attend, our professional development sessions will be available on demand.



You can view the **full 2023-24 calendar** for our Act I program by scanning this QR code.

Don't miss out on our exciting Act I program for grades K-2 – **subscribe today!**

An annual subscription is just **\$450 per classroom** or **\$4,950 per school building** for 322 events throughout the school year. Multi-school and multi-year discounts are available. Find out more and sign up at [www.livestreamlearningstudio.com/subscription](http://www.livestreamlearningstudio.com/subscription).

Questions? Let us know by emailing [info@livestreamlearningstudio.com](mailto:info@livestreamlearningstudio.com)



In addition to Act I, check out our Act II program for grades 3-5, all about STEM:



Environmental Stewardship



Emergency Preparedness



Financial Planning



Math Skills for Life



Money Management



The Solar System



Internet Safety



Consumer Protection



Infrastructure & Engineering



Staying Healthy



Long-term Financial Planning



Ecosystem Science



Earth Systems



Pollution Prevention



Ancient Civilizations



Environmental Stewardship