

Implementing Teaching Standards

This unit will target 3 main literacy goals, writing goals, and social studies goals. In the first literacy strand under informational text, students will ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. With this goal, I plan to use stories from our Balanced Literacy Program, read-alouds, novels, and storytelling clips from Discovery Education. Discovery Education not only has clips for students to connect visual images, but reading passages that correspond as well.

To help students make connections to visual images, the following literacy strand will be used:

CCSS.ELA-Literacy.RL.2.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Before reading the words to the selected stories, I will show students just the pictures and have them create their own version of the story. Two particular books I would like to use to springboard their imagination are *Rosie’s Walk* by Pat Hutchins and *If a Bus Could Talk* by Faith Ringgold. This will give them an opportunity to study the setting and characters to develop their own predictions and thoughts. Visualization allows them to step into history based on the facts presented from the books. Prediction allows them to think about how things may have been different without the courage and persistence of our great leaders in history. Visualization and Prediction will be done mainly through Reader’s Theater and having students put themselves in “the characters’ shoes.” We will discuss how the main character changes emotions throughout the story and the overall mood or tone of the story.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

During Reader’s Workshop lessons incorporated throughout the unit, students will have an opportunity to compare and contrast elements of two different books written by the same author. They will observe the characters, the setting, the problem and the mood of the story to determine how it is similar or different.

CCSS.ELA-Literacy.W.2.2 Write informational pieces on topics or texts, supporting with facts or details.

Social Studies Essential Standards 2.H.1- Understand how various sources provide information about the past.

2.H.1.1 Use timelines to show sequence of events.

2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.

We have a Storytelling Festival each year at school where librarians and community volunteers are invited to retell their favorite stories. I would like to extend this to a cultural

Storytelling event so students not only have an opportunity to hear stories from the past, but from other cultures as well. We have community church partners that I would like to use as a resource. Some suggestions are to have them show their background on maps and globes for students to see, bring in artifacts and pictures that relate to their story or culture, and give students an opportunity to interact through question and answer sessions. Following the Storytelling Festival, I would like students to use their communication skills to share their knowledge learned to students in younger grade levels. Having an opportunity to communicate and teach students in other grade levels will only add to their educational balance.