

Integrating the Common Core Standards through Storytelling

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Stories Work

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What is the aim of the Common Core Standards?

The Standards “lay out a vision of what it means to be a literate person in the 21st century.” (p. 3)

Students who are college & career ready in Reading, Writing, Speaking, Listening, and Language are described thus:

“They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.” (p. 7)

Standards website: All the Common Core Standards and appendices can be downloaded from <http://www.corestandards.org>

PATHS TO THE STANDARDS

As a storyteller....

Start with a story you love & tell. Then go to a Standard. How could experiencing this story help a child meet this standard? Is it enough to hear it? What other work/activities are needed? Try for a story at each grade level: 2, 6, and 10.

As a teacher...

Start with a Standard. What are some lessons & activities you *already* do that would help children meet this Standard? How could you integrate storytelling, by you, by the children, or by another storyteller, into these lessons & activities? Try to plan several lessons at one grade level.

Here are standards from grades 2, 6 & 10. This selection is slanted towards storytelling.

Grade 2 Standards: Reading Literature

- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Compare and contrast two or more version of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

- Describe how characters in a story respond to major events and challenges.

Grade 2 Standards: Writing

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Grade 6 Standards: Reading Literature

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 6 Standards: Speaking & Listening

- Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 10 Standards: Reading

- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (Literature)
- Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia) determining which details are emphasized in each account. (Informational Text)

Grade 10 Standards: Speaking & Listening

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.