**NARRATIVE TEXTWRITING:** JUAN AND THE CHUPACABRAS

**GRADE LEVEL:** Third grade

**KS READING STANDARD 1:** The student reads various texts across the curriculum.

**BENCHMARK 1:** The student expands vocabulary

**INDICATOR:** The student identifies the difference between literal and figurative language when reading sentences, metaphors, and similes.

**KS LANGUAGE STANDARD 1:** The student responds to a variety of text.

**BENCHMARK:** The student can identify examples of figurative language (e.g., metaphor, simile) when reading.

**OBJECTIVE:** The student can identify examples of figurative language (e.g., metaphor, simile) when reading.

**LEARNER PROCEDURE:**
1. Introduce the book Beyond the Great Mountains to the students. Read the poem slowly and with expression.
2. Show the book and read the poem slowly and with expression. Ask the students what they notice about the text. The poem is about the Chinese culture and their daily lives.
3. Ask the students to identify the Chinese characters in the poem. The Chinese characters are a visual poem about China.
4. Ask the students to identify the Chinese characters in the poem. The Chinese characters are a visual poem about China.
5. The teacher will assign partner writing groups. Each partner writing group will be asked to tell a story to their reading partner. As the partner is telling their story, the teacher will ask questions about the story elements.

**ASSESSMENT:**
1. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.
2. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.
3. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.

**FIGURATIVE LANGUAGE:**

**BENITO’S SOPAI PILLAS**

**EXPOSITORY TEXT STRUCTURE:** BENITO’S SOPAI PILLAS

**GRADE LEVEL:** Fourth grade

**KS READING STANDARD 1:** The student reads and comprehends tests across the curriculum.

**BENCHMARK 2:** The student reads fluently

**INDICATOR 2:** The student demonstrates achievement at instructional or independent reading levels while reading.

**ASSESSMENT:** The student comprehends a variety of expository text (narrative, expository, technical, persuasive).

**MATERIALS:**
1. The student identifies punctuation marks (question and exclamation marks) in text and how to read them aloud.
2. Students will identify beginning (question), middle (sequence of plot), and end (solution) of expository text.

**MATERIALS:**
1. For You are a Kidney Child by Julia Zucca; chart or marker board/ markers; 5 x 7 cards with 7 and 1; character cards.

**LESSON PROCEDURE:**
1. Introduce the book Beyond the Great Mountains to the students. Read the poem slowly and with expression. Ask the students what they notice about the text. The poem is about the Chinese culture and their daily lives.
2. Ask the students to identify the Chinese characters in the poem. The Chinese characters are a visual poem about China.
3. Ask the students to identify the Chinese characters in the poem. The Chinese characters are a visual poem about China.
4. The teacher will assign partner writing groups. Each partner writing group will be asked to tell a story to their reading partner. As the partner is telling their story, the teacher will ask questions about the story elements.

**ASSESSMENT:**
1. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.
2. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.
3. Students will respond to the text by identifying the story elements (setting, characters, problem, solution) in each other's narrative text.

**EXPOSITORY TEXT STRUCTURE:**

**BENCHMARK:** The student responds to a variety of text.

**INDICATOR:** The student identifies the difference between literal and figurative language when reading sentences, metaphors, and similes.

**KS LANGUAGE STANDARD 1:** The student responds to a variety of text.

**BENCHMARK:** The student can identify examples of figurative language (e.g., metaphor, simile) when reading.

**OBJECTIVE:** The student can identify examples of figurative language (e.g., metaphor, simile) when reading.

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1. Introduce the book Beyond the Great Mountains to the students. Read the poem slowly and with expression. Ask the students what they notice about the text. The poem is about the Chinese culture and their daily lives.
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Bridges to CLD Students’ Learning through Multicultural Children’s Literature

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Bibliography of Selected Multicultural Literature


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Theoretical Frameworks for Using Culturally-relevant Strategies and Materials

• Research in the field of multicultural education reflects the positive value of multicultural literature on student development (Banks, 1994).

• Research in the field of English learning reflects the critical influence in his/her first language has on his/her literacy learning in a second language (Echevarria, Vogt, & Short, 2004).

• Research in the field of culturally-relevant pedagogy reflects that CLD students learn best through instructional approaches that take into account their languages and cultural practices (Moll, Amanti, Neff, & Gonzalez, 1992; Gay, 2002; Ladson-Billings, 1995).

• Research in the field of reader response that reflects how readers’ stances shape their transactions with a text in such a way that the reading of a text becomes a meaning-making process (Rosenblatt, 1978).

• Strategies that consider the intra- and interpersonal communication patterns of a given cultural group

What are Culturally-relevant Strategies and Materials?

• Multicultural literature whereby children see reflections of themselves, their communities, and their relationships to other persons and groups

• Materials that consider social and cultural contexts by relating characters and situations drawn from children’s own cultures

• Textbooks and trade books that reflect historical and cultural heritages of a given cultural group by referencing customs and traditions, immigration, family, food,

• Strategies that consider the intra- and interpersonal communication patterns of a given cultural group

References


Fatou, M. C. (2009). I know the river loves me/Yo sé que el río me ama. San Francisco, CA: Children’s Book Press. (Spanish language/Mexican-American)


Suggested Lessons for Picture Books

• Poetic device/Diagonal: Bigger than life

• Comparing contrasting factors from different countries (Once Upon a Time: Traditional Latin American Tales) Bilingual: una vez una historia de las historias latinas.

• Multicultural literature whereby children see reflections of themselves, their communities, and their relationships to other persons and groups

• Materials that consider social and cultural contexts by relating characters and situations drawn from children’s own cultures

• Textbooks and trade books that reflect historical and cultural heritages of a given cultural group by referencing customs and traditions, immigration, family, food,

• Strategies that consider the intra- and interpersonal communication patterns of a given cultural group

CRITERIA for Evaluating Multicultural Literature

• Portrait cultural accuracy and authenticity of character – ‘insiders’ as authors’ illustrators of literature

• Rich in cultural details

• Honor and celebrate diversity

• Provide in-depth treatment of cultural issues

• Include characters within a cultural group or between two or more cultural groups who interact authentically and substantially

• Include members of a ‘minority’ group for a purpose other than filling a ‘quota’

• Invite reflection, critical analysis, and response

• Demonstrate unique language or style

• Meet generally accepted criteria for the genre

• Have an appealing format and be of enduring quality – be a ‘good story’ for children

RESULTS of Research Study

Summary of percentages of oral and written responses “before, during,” and “after reading” in whole group book talks: Evidence of different (story) responses versus aesthetic responses

Phase and nature of whole group book talk responses

Level Two presence of story experiences or different connections to story

Level Three, Four presence of aesthetic connections to story


93 oral responses or 39% 86 oral responses or 40%


346 oral responses or 58% 248 oral responses or 42%


79 written responses or 40% 118 written responses or 60%

Average percentage of oral and written responses “before,” “during,” and “after-reading in Mexican-American culturally-relevant picture books

518 oral and written responses or 54% 452 oral and written responses or 47%

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