



PRESENTATION TEMPLATE

Common Core: Implementing Arts through Communication, Collaboration, Critical Thinking, and Creativity (K-12)
Module 3b: Close Reading in Musical Theatre

Outcomes:

Plan and facilitate a Close Reading in Musical Theatre that integrates the Arts and the Common Core State Standards.

Grade(s)

K-12

Audience(s)

Art Docents and K-12 Teachers

Time	Content	Presentation Methods	Participant Activities	Reflection, Assessment, & Evaluation	Support Materials	Arts Standards	Common Core & ELD Standards	Outcomes
How many minutes will this portion of the module take? 3 hours	What content will the training/presentation address? List the main focus areas/topics.	How will the content be presented? PPT	What specific activities will the participants engage in to learn the content? Identify the name of the activity and provide a brief description.	How will the presenter engage participants in debriefing and/or reflecting on their experience/learning?	What materials will the presenter and participants need? This includes but is not limited to handouts, supplies, equipment, and multimedia resources.	Identify targeted arts standards addressed in the training. California Arts Standards: https://www.cde.ca.gov/be/st/ss/vapacontstnds.asp	Identify the Common Core (language arts and/or mathematics), Next Generation Science, and ELD standards addressed in this section of the module. ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf	Which outcomes does this portion of the training and presentation address?

							Common Core Standards https://www.cde.ca.gov/re/cc/	
5 min	Section 1 Module Introduction	Welcome, Goals, and The Arts Initiative: Welcome participants, Introductions, Introduce the module goals, and Introduce the CCSESA Arts Initiative	Whole Group	Introductions to goals and CCSESA Statewide Arts Initiative	PPT, Projector, Computer, Internet (applies to all sections)			
17 min	Section 2 Text Complexity in the Common Core	Examine CCSS RL 10, which states that beginning in grade 2, students will read complex text independently and proficiently; explain the three-part model for measuring text complexity and the upward shift in Lexile Ranges; study the qualitative factors of text complexity found in appendix A of the CCSS	Whole Group PPT slides 8-14	Text Complexity in the CCSS	Handouts: CCSS for ELA/Literacy: Appendix A, p.6	W.6.9 6.TH:Cr2 6.TH:Re9 Acc.MU:C.RE7.2 Adv.Mu:E.Pr4.2 6.VA:Re8 Adv.VA:RE8	CCSS CCR RL 1-7, 10	
20 min	Section 3 Studying the Standards	Read CCSS Reading Standards 1-20 about close attentive reading; study Arts Artistic Perception standards; make connections using eStandards app	Whole Group PPT slides 15-20	CCSS Reading Standards, Arts Standards, eStandards App	Handouts: CCSS for ELA/Literacy: Reading Standards; 6.TH:Cr2; 6.TH:Re9 Materials: CCSS for ELA/Literacy: Reading Standards VAPA Standards 6.TH:Cr2; 6.TH:Re9 Highlighters	W.6.9 6.TH:Cr2 6.TH:Re9 Acc.MU:C.RE7.2 Adv.Mu:E.Pr4.2 6.VA:Re8	CCSS CCR RL 1-7, 10;	

Professional Teaching and Learning Aligned to State Standards



						Adv.VA:RE8		
13 min	Section 4 Close Reading	Understanding term “close reading”; types of text-dependent questions; part-to-whole model; connection between text-dependent questions; CCSS RL Standards; and close reading	Whole Group PPT slides 21-25	Close Reading, part-to-whole model; CCSS RL Standards	Text-Dependent Questions Highlighters	W.6.9 6.TH:Cr2 6.TH:Re9	CCSS CCR RL 1-7, 10;	
68 min	Section 5 Instructor Model of a Close Read	<ul style="list-style-type: none"> Model a close read of lyrics, reinforcing the connection between CCSS and Musical Theatre Model part-to-whole model Participants experience close reading lesson as “student” 	Whole Group PPT slides 26-40	Participants experience close reading lesson as “student”	Handouts: “Defying Gravity” from the musical <i>Wicked</i> Scripted excerpt from the musical <i>Wicked</i> Video: The Wicked Witch of the West appears (YouTube) Video: Dr. Maya Angelou recites “And Still I Rise” (YouTube)	W.6.9 Acc.MU:C.RE7.2 Adv.Mu:E.Pr4.2	CCSS CCR RL 1-7, 10;	
4 min	Section 6 Model Debrief	<ul style="list-style-type: none"> Participants to reflect on what it was like to participate in model Consider how knowledge of the lyrics changed Examine other ideas/ways to extend lesson 	Whole Group PPT slides 41-42	Reflect on participating in a model and examine other ideas/ways to extend lesson		W.6.9 6.TH:Cr2 6.TH:Re9 Acc.MU:C.RE7.2 Adv.Mu:E.Pr4.2 6.VA:Re8 Adv.VA:RE8	CCSS CCR RL 1-7, 10;	

53 min	Section 7 Connect to the Classroom	<ul style="list-style-type: none"> Review key considerations for planning a close read Review 5-day plan for model lesson Plan a close reading lesson integrating the arts 	Whole Group PPT slides 43-52	Review and plan a close read integrating the arts	Handouts/Materials: Planning Guide for Close Reading ("Defying Gravity" lyrics and surrounding script from "Wicked") Planning Guide for Close Reading (blank)	W.6.9 6.TH:Cr2 6.TH:Re9 Acc.MU:C.RE7.2 Adv.Mu:E.Pr4.2 6.VA:Re8 Adv.VA:RE8	CCSS CCR RL 1-7, 10;	