

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards Grades 1 - 8 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 2 / 3</p> <p>Take a story home to tell: Retell the barebones of the story.</p> <p>Choose a story to tell: Read, read, read</p>	<p>ISBE Descriptors:</p> <p>Stage B-Language Arts Descriptors IB-1, 5, 6, 7, 9, 10 1C-3, 5, 6, 8, 9, 10, 12 2A-4, 6, 8 2B-1, 3 3B-1 4A-7, 8, 9</p> <p>Stage D-Language Arts Descriptors 1A-6, 7 1B-1, 2, 4, 5, 10, 11, 13, 15 1C-2, 9 2A-1, 2, 3, 4, 9 3B-1 4A-2, 4, 6 4B-12</p> <p>Stage G-Language Arts Descriptors IB-2, 3, 4, 6, 8 1C-1, 2, 3, 4, 5, 6, 11 2A-1, 2, 3, 9 2B-1, 2, 4, 5, 6, 7 3A-1, 2, 4 3B-1, 3, 4, 6 3C-4 4A-1 to 13 4B-1, 2, 3, 5, 6, 7, 8, 9</p> <p>Stage B-Drama Descriptors 25A-5 25B-2</p> <p>Stage G-Drama Descriptors 25A-1, 4, 5, 6, 7, 9 25B-1 26A-1, 2, 3, 4, 5, 6 26B-1, 2, 3, 4, 6 27A-1, 2</p>	<p>Knowledge:</p> <p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.</p> <p>What is...? Where is...? How did ___ happen? When did...? Which one...? How is...? When did ___ happen? How would you explain...? How would you describe...? Can you recall...? Can you list the...? Who was...?</p>
Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 4</p> <p>Visualize the story: Draw a storyboard in 6 or 8 scenes, answering the 'W' questions in pictures.</p> <p>Take the 3 <i>Sentence Challenge</i>: Tell the story in 3 sentences from the storyboard. Tell 'about' the story.</p>	<p>ISBE Descriptors:</p> <p>Stage B-Language Arts Descriptors IB-2, 3, 5, 6, 7, 10 1C-1, 3, 4, 6, 9, 10 2A-1, 2, 4, 5 2B-3, 4 3B-1, 2, 3, 4, 5, 6 3C-2 4A-6, 8, 9, 14 4B-3, 9, 10</p> <p>Stage D-Language Arts Descriptors 1B-1, 2, 3, 4, 5, 6, 7, 9, 10, 11 1C-1, 2, 3, 7, 8, 9, 11 2A-4, 5, 6 2B-1, 2, 7 3B-1, 2 4A-4, 6</p> <p>Stage G-Language Arts Descriptors 1B-3, 4, 6, 8 1C-1, 2, 3, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5</p> <p>Stage B-Drama Descriptors 25A-4, 5</p> <p>Stage G-Drama Descriptors 25A-5, 6</p>	<p>Comprehension:</p> <p>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating the main ideas.</p> <p>How would you rephrase...? Can you summarize your story in 3 sentences? Can you explain what is happening...? What is meant by...? What can you say about...? How would you summarize...? Outline the main events of...? Interpret the actions of...? Can you explain why...? Inference: Why are the characters feeling...? What happened before, after...?</p>

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards Grades 1 - 8 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 5 / 6 Voice/Gesture: Make the story 'your own'. Add voice, gesture. Change story elements (note their ripple effect on the story). Develop your story for the intended audience.</p>	<p>ISBE Descriptors: Stage B-Language Arts Descriptors IB-2, 5, 7, 9, 10 1C-1, 4 2B-3, 5, 6 3B-1, 5 3C-2 4A-2, 8, 9, 11, 14 4B-4, 5, 9, 10 Stage D-Language Arts Descriptors IB-3, 5, 6 1C-2, 3, 5 2A-5, 6, 10 2B-1, 2, 7 3B-1, 3, 4, 6 4A-6 4B-2, 3, 4, 5, 6, 7, 8, 12 Stage G-Language Arts Descriptors IB-2, 3 1C-1, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5, 7 Stage B-Drama Descriptors 25A-4, 5, 6 25B-2 26A-1, 3 26B-1, 3 Stage D-Drama Descriptors 25A-1, 2, 5, 6, 7 26A-1 Stage G-Drama Descriptors 25A-1, 4, 5, 6, 9 26A-4, 6 26B-2, 3, 4, 6</p>	<p>Application: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. What approach would you use to ...? How will you develop your story for the intended audience...? How would you apply voice/gesture to develop...? What other way would you...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What questions would you ask in an interview with...? How would you organize ___ to show...? What facts would you select to show...?</p>
<p>Week 7 / 8 Practice, practice, practice: Self-edit throughout the process.</p>	<p>ISBE Descriptors: Stage B-Language Arts Descriptors IB-9 2A-2 2B-2, 5, 6, 7 3A-1, 2, 3B-2, 4, 5, 6 4B-1, 2, 3, 4, 5, 6 Stage D-Language Arts Descriptors 1A-3 1C-5, 11 3A-2, 4, 7, 8 3C-1, 2 4A-1, 6 4B-1, 2, 3, 4, 5, 6, 7, 8, 10 Stage G-Language Arts Descriptors 1C-1, 2, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5, 6 3A-2 3B-3 4A-1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13 4B-2, 3, 5, 6, 7, 8, 9 Stage B-Drama Descriptors 25A-6 26A-1, 3 26B-1 Stage D-Drama Descriptors 25A-1, 3, 7 26A-1, 3 26B-1, 2 Stage G-Drama Descriptors 25A-1, 4, 5, 6, 7, 9 26A-1, 2, 4, 5, 6 26B-1, 2, 3, 4, 6 27A-1, 2</p>	<p>Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. How is ___ related to ...? Why do you think...? What motive is there...? What inferences can you make...? What happened before...? What happened immediately after...? What conclusions can you draw...? What evidence can you find...? What is the relationship between...? What ideas justify...? How can you simplify that...? What assumptions do you make about your listeners' ...?</p>
<p>Student Storytelling</p>	<p>ISBE Learning Standards</p>	<p>Bloom's Taxonomy</p>

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards Grades 1 - 8 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 8 / 9 Coaching: Sign up for individual coaching.</p>	<p>ISBE Descriptors: Stage B-Language Arts Descriptors 1B-9, 10 1C-9, 10 2A-1, 2, 8 2B-3, 6 3A-1, 2, 3 3B-2, 4, 5, 6 3C-1, 2 4A-1, 2, 7, 8, 9, 11, 12, 14 4B-1, 2, 3, 4, 5, 7, 8, 9, 10 Stage D-Language Arts Descriptors 1A-6, 7 1B-6, 9, 10, 13 1C-5, 7, 8, 9, 11 2A-4, 10 3A-2, 7 3B-2, 3, 4, 6, 8 4A-1, 2, 4, 6 4B-1, 2, 3, 4, 5, 6, 7, 8, 10, 12 Stage G-Language Arts Descriptors 1B-3 2A-2, 9 2B-1, 2, 4, 5, 6, 7 3A-2, 4 4A-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 4B-1, 2, 3, 5, 6, 7, 8, 9 Stage B-Drama Descriptors 26A-3 26B-1, 3 27A-2 Stage D-Drama Descriptors 25A-1, 2, 5, 6, 7 26A-1, 3 26B-1, 2 Stage G-Drama Descriptors 25A-1, 4, 5, 6, 7, 9 26A-1, 3, 4, 5, 6 26B-3, 4, 6 27A-2</p>	<p>Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. What changes would you make to solve...? How would you improve...? Can you elaborate on the reason...? Why did you choose...? How would you adapt...? How could you change/modify...? What happens if you delete/change...? What could be done to minimize/maximize...? What could be combined to improve/change...? Can you think of an original way for the...? Suppose you could ___ what would you do? Can you predict the outcome if...?</p>
<p>Week 10 Telling/ After the Performance: You're ready to share your unique telling of the story in front of an audience. Ask a friend to complete a storyteller's feedback form when your telling is finished. Fill out a self-evaluation form.</p>	<p>ISBE Descriptors: Stage B-Language Arts Descriptors 1B-9, 10 1C-9 2A-2 2B-3 3A-1, 2, 3 3B-2, 5, 6 3C-1, 2 4A-1, 2, 7, 8, 9, 11, 12 4B-1, 2, 3, 4, 5, 7, 8, 9, 10 Stage D-Language Arts Descriptors 1C-5, 9, 11 3A-2, 4, 7, 8 3C-1, 2 4A-1, 2, 4, 6 4B-1, 2, 3, 4, 5, 6, 7, 8, 12 Stage G-Language Arts Descriptors 2B-6 3A-1, 2, 4 3B-3, 6 4A-4, 5, 6, 7, 9, 10, 13 4B-1, 2, 3, 5, 6, 7 Stage B-Drama Descriptors 27A-1, 2 Stage D-Drama Descriptors 26A-3 26B-1, 2 27A-1, 2 Stage G-Drama Descriptors 25A-9 26A-1, 2, 3, 4, 6 26B-3, 4</p>	<p>Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. What is your opinion of the feedback you received? Can you assess the value or importance of...? Would it be better next time if...? What would you recommend...? How would you rate...? What would you select to do next time? How would you prioritize the feedback/what will you work on and keep? Why was it better that...? How would you compare the ideas/feedback? What positive and improvement feedback will you select to work on? Did ___ work in your story and why/why not? What did you learn about ___ during the performance?</p>
<p>Student Storytelling</p>	<p>ISBE Learning Standards</p>	<p>Bloom's Taxonomy</p>

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards for Grades 6-12 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 2 / 3</p> <p>Take a story home to tell: Retell the barebones of the story.</p> <p>Choose a story to tell: Read, read, read</p>	<p>ISBE Descriptors:</p> <p>Stage G-Language Arts Descriptors IB-2, 3, 4, 6, 8 1C-1, 2, 3, 4, 5, 6, 11 2A-1, 2, 3, 9 2B-1, 2, 4, 5, 6, 7 3A-1, 2, 4 3B-1, 3, 4, 6 3C-4 4A-1 to 13 4B-1, 2, 3, 5, 6, 7, 8, 9</p> <p>Stage I-Language Arts Descriptors IB-1, 2, 3, 4, 6, 8 1C-2, 3 2A-5, 8 2B-1, 2, 4, 6, 7</p> <p>Stage J-Language Arts Descriptors IB-1, 2 1C-2, 6, 8 2A-1, 5 2B-1, 3, 4, 5, 6</p> <p>Stage G-Drama Descriptors 25A-1, 4, 5, 6, 7, 9 25B-1 26A-1, 2, 3, 4, 5, 6 26B-1, 2, 3, 4, 6 27A-1, 2</p> <p>Stage I-Drama Descriptors 25A-10, 13 26B-1, 2, 7</p> <p>Stage J-Drama Descriptors 25A-1, 10, 14 26B-2 27B-1, 2</p>	<p>Knowledge:</p> <p>Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.</p> <p>What is...? Where is...? How did... happen? When did...? Which one...? How is...? When did... happen? How would you explain...? How would you describe...? Can you recall...? Can you list the...? Who was...?</p>
<p>Student Storytelling</p>	<p>ISBE Learning Standards</p>	<p>Bloom's Taxonomy</p>
<p>Week 4</p> <p>Visualize the story: Draw a storyboard in 6 or 8 scenes, answering the 'W' questions in pictures.</p> <p>Take the 3 <i>Sentence Challenge</i>: Tell the story in 3 sentences from the storyboard. Tell 'about' the story.</p>	<p>ISBE Descriptors:</p> <p>Stage G-Language Arts Descriptors IB-3, 4, 6, 8 1C-1, 2, 3, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5</p> <p>Stage I-Language Arts Descriptors IB-5, 6 2A-1, 2, 5, 8</p> <p>Stage J-Language Arts Descriptors 1A-1, 4, 5 2A-1, 2, 5 2B-3, 4, 5, 6 3B-1, 2, 3, 4, 6</p> <p>Stage G-Drama Descriptors 25A-5, 6</p> <p>Stage I-Drama Descriptors 25A-6</p> <p>Stage J-Drama Descriptors 26B-1, 2 27A-1, 2</p>	<p>Comprehension:</p> <p>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating the main ideas.</p> <p>How would you rephrase...? Can you summarize your story in 3 sentences? Can you explain what is happening...? What is meant by...? What can you say about...? How would you summarize...? Outline the main events of...? Interpret the actions of...? Can you explain why...? Inference: Why are the characters feeling...? What happened before, after...?</p>

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards for Grades 6-12 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 5 / 6 Voice/Gesture: Make the story 'your own'. Add voice, gesture. Change story elements (note their ripple effect on the story). Develop your story for the intended audience.</p>	<p>ISBE Descriptors: Stage G-Language Arts Descriptors IB-2, 3 IC-1, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5, 7 3A-2 3B-3 3C-4 4A-1, 3, 4, 5, 6, 7, 8, 9, 10, 11 4B-1, 3, 5, 7, 8, 9 Stage I-Language Arts Descriptors 1C-3 2A-5 2B-6 4A-1, 2, 4, 5, 6, 7 4B-1, 2, 3, 4, 5 Stage J-Language Arts Descriptors 2B-3, 4 3B-3, 4 4A-1, 2, 6 4B-1, 2, 3 Stage G-Drama Descriptors 25A-1, 5, 6, 9 26A-4, 6 26B-2, 3, 4, 6 Stage I-Drama Descriptors 25A-1, 2, 3, 6, 7, 12, 13 26B-5, 7 Stage J-Drama Descriptors 25A-1, 2, 5, 10, 13, 14 26B-2, 3 27A-1, 2</p> <p style="text-align: center;">ISBE Learning Standards</p>	<p>Application: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way. What approach would you use to ...? How will you develop your story for the intended audience...? How would you apply voice/gesture to develop...? What other way would you...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What questions would you ask in an interview with...? How would you organize ___ to show...? What facts would you select to show...?</p> <p style="text-align: center;">Bloom's Taxonomy</p>
<p>Week 7 / 8 Practice, practice, practice: Self-edit throughout the process.</p>	<p>ISBE Descriptors: Stage G-Language Arts Descriptors 1C-1, 2, 4, 11 2A-2, 3, 9 2B-1, 2, 4, 5, 6 3A-2 3B-3 4A-1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13 4B-2, 3, 5, 6, 7, 8, 9 Stage I-Language Arts Descriptors 1B-1, 6 1C-3 2A-5 2B-2, 6 3A-1 3B-6, 8 3C-4 4A-3, 4, 5, 7 4B-1, 2, 3, 4, 5, 7 Stage J-Language Arts Descriptors 1A-4, 5 1B-2 1C-2, 6, 8 2B-4, 5 3A-1, 2 3B-4, 6, 8 3C-6 4A-2, 4, 5, 6 4B-1, 2, 3, 4, 5 Stage G-Drama Descriptors 25A-1, 4, 5, 6, 7, 9 26A-1, 2, 4, 5, 6 26B-1, 2, 3, 4, 6 27A-1, 2 Stage I-Drama Descriptors 25A-2, 6, 12, 13, 14 26A-1, 2, 3, 5, 6 26B-2, 5, 7 Stage J-Drama Descriptors 25A-1, 2, 5, 10, 14</p>	<p>Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. How is ___ related to ...? Why do you think...? What motive is there...? What inferences can you make...? What happened before...? What happened immediately after...? What conclusions can you draw...? What evidence can you find...? What is the relationship between...? What ideas justify...? How can you simplify that...? What assumptions do you make about your 'listeners'...?</p>

Student Storytelling and Its Curricular Connection to the Illinois Learning Standards for Grades 6-12 and Bloom's Taxonomy

Student Storytelling	ISBE Learning Standards	Bloom's Taxonomy
<p>Week 8 / 9</p> <p>Coaching: Sign up for individual coaching.</p>	<p>ISBE Descriptors:</p> <p>Stage G-Language Arts Descriptors IB - 3 2A - 2, 9 2B - 1, 2, 4, 5, 6, 7 3A - 2, 4 4A - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 4B - 1, 2, 3, 5, 6, 7, 8, 9</p> <p>Stage I-Language Arts Descriptors 1C - 3 2B - 4, 6 3B - 6, 8 3C - 4 4A - 4, 5, 6, 7 4B - 1, 2, 3, 4, 5, 7</p> <p>Stage J-Language Arts Descriptors 1A - 4, 5 1C - 6 2B - 4, 5 3A - 1, 2 3B - 4, 6, 8 3C - 6 4A - 2, 4, 5, 6 4B - 1, 2, 3, 4, 5</p> <p>Stage G-Drama Descriptors 25A - 1, 4, 5, 6, 7, 9 26A - 1, 3, 4, 5, 6 26B - 3, 4, 6 27A - 2</p> <p>Stage I-Drama Descriptors 25A - 2, 6, 12, 13, 14 26A - 1, 2, 3, 5, 6 26B - 2, 5, 7</p> <p>Stage J-Drama Descriptors 25A - 1, 2, 5, 10, 14, 15</p>	<p>Synthesis:</p> <p>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. What changes would you make to solve...? How would you improve...? Can you elaborate on the reason...? Why did you choose...? How would you adapt...? How could you change/modify...? What happens if you delete/change...? What could be done to minimize/maximize...? What could be combined to improve/change...? Can you think of an original way for the ...? Suppose you could ___ what would you do? Can you predict the outcome if...?</p>
<p>Student Storytelling</p>	<p>ISBE Learning Standards</p>	<p>Bloom's Taxonomy</p>
<p>Week 10</p> <p>Telling/ After the Performance: You're ready to share your unique telling of the story in front of an audience. Ask a friend to complete a storyteller's feedback form when your telling is finished. Fill out a self-evaluation form.</p>	<p>ISBE Descriptors:</p> <p>Stage G-Language Arts Descriptors 2B - 6 3A - 1, 2, 4 3B - 3, 6 4A - 4, 5, 6, 7, 9, 10, 13 4B - 1, 2, 3, 5, 6, 7</p> <p>Stage I-Language Arts Descriptors 1C - 3 2A - 5 3A - 1 3B - 8 3C - 4 4A - 5, 6, 7 4B - 1, 2, 3, 4, 5, 7</p> <p>Stage J-Language Arts Descriptors 2A - 1, 5 2B - 4, 5 3A - 1, 2 3B - 4, 6, 8 3C - 6 4A - 2, 4, 5, 6 4B - 1, 2, 3, 4, 5</p> <p>Stage G-Drama Descriptors 25A - 9 26A - 1, 2, 3, 4, 6 26B - 3, 4 27A - 1, 2</p> <p>Stage I-Drama Descriptors 25A - 2, 6, 12, 13, 14 26A - 2, 3, 5, 6 26B - 2, 5, 7</p> <p>Stage J-Drama Descriptors 25A - 1, 2, 5, 10, 14, 15</p>	<p>Evaluation:</p> <p>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. What is your opinion of the feedback you received? Can you assess the value or importance of...? Would it be better next time if...? What would you recommend...? How would you rate...? What would you select to do next time? How would you prioritize the feedback/what will you work on and keep? Why was it better that...? How would you compare the ideas/feedback? What positive and improvement feedback will you select to work on? Did ___ work in your story and why/why not? What did you learn about ___ during the performance?</p>