

A Core Curriculum State Standards Annotation Guide for

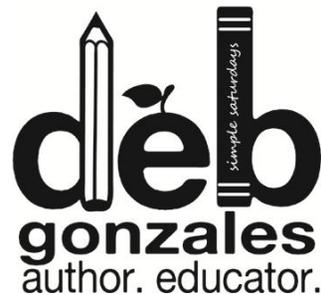
School Visit Presentations by

Author/Illustrator

Don Tate

Document prepared by:

Debbie Gonzales



www.debbiegonzales.com

Table of Contents

Presentation Content.....	3
Suggested Follow-Up Writing Prompts.....	4
You're Something Special: Discovery of the talents that lie within.....	4
The Illustration/Revision Process: Thumbnails and story boards.....	4
Resources & References	5
Poetry Analysis: Compare and contrast two poems.....	5
Dialectical Tales: Retellings of a time-honored folk tale	5
Revision and Research in Action: The crafting of non-fiction picture book	5
Author/Illustrator/Presenter: Don Tate.....	5
Core Curriculum State Standards.....	5
Document Prep: Debbie Gonzales.....	5
Core Curriculum State Standards Annotations.....	6
English Language Arts: Reading -Literature	6
English Language Arts: Reading – Informational Texts.....	8
English Language Arts: Writing	9

Presentation Content

Listed below are aspects of Don Tate's school visits that have been aligned with specific Core Curriculum State Standards.

Topics that he covers during his sessions are:

- Two Hats: the differences and similarities of creating as both an author and an illustrator
- Poetry Analysis: Compare and contrast two poems
- You're Something Special: Discovery of the talents that lie within
- Nonfiction Focus: A perpetual childhood interest
- Dialectical Tales: Retellings of a time-honored folk tale
- Revision and Research in Action: The crafting of non-fiction picture book
- Media Manipulation: My life as a book crafter
- The Illustration/Revision Process: Thumbnails and story boards

Titles of these aspects of Don Tate's school visit presentations serve as aligning elements for CCSS annotations.

Linked resources for poetry and story references are provided on page 5 of this document.

Suggested Follow-Up Writing Prompts

You're Something Special: Discovery of the talents that lie within

During this portion of the presentation Don speaks about the discovery of his artistic skill and how he remained true to inborn talent, though emotional support for this was, at times, lacking throughout his childhood. As a presentation follow-up activity, students are asked to write a narrative which covers some or all of the following points:

- Tell of a secret talent or desire that lies within them.
- Tell of a specific situation during which they performed the task.
 - Where were they?
 - What were they doing?
 - How did they feel?
- What was the result of this situation during which their talent was discovered?
 - How did others react to the discovery of this talent?
 - How did the student feel about this discovery?
 - Are there ways that the student's life will be affected by this discovery? How so?

The Illustration/Revision Process: Thumbnails and story boards

During this portion of the presentation Don speaks about the process of illustrating a picture book through the use of thumbnails and story boards. He stresses that this process is laborious and requires a great deal of revision. As a presentation follow-up activity, students are asked to initially sketch a narrative using the technique of story boarding. Upon completion of the first version of the story, they are then asked to go back into their piece at least three more times to deepen various literary aspects such as character, setting, theme, and plot. Following this series of illustration revision, the students are asked to write their narrative using descriptive detail and clear event sequencing. This project can be performed individually or in a group setting.

Resources & References

Poetry Analysis: Compare and contrast two poems

- **Be Glad Your Nose is on Your Face by Jack Prelusky** - "Be Glad Your Nose is on Your Face by Jack Prelutsky." *PoemHunter.Com - Thousands of poems and poets. Poetry Search Engine*. Web. 19 Aug. 2013. <<http://www.poemhunter.com/poem/be-glad-your-nose-is-on-your-face/http://>>.
- **Just Me by Margaret Hillert** - Hillert, Margaret. "Just Me." *Education and Early Childhood Development: Department of Education and Early Childhood*. Web. 19 Aug. 2013. <<http://www.edu.pe.ca/vrcs/resources/poetry/text/poems/what%27s%20fair/justme.html>>.

Dialectical Tales: Retellings of a time-honored folk tale

- **The Hunter and the Tortoise** - "History Curriculum Homeschool | Heritage History presents West African Folk-Tales by William H. Barker." *History Curriculum Homeschool | Heritage History*. Web. 19 Aug. 2013. <<http://www.heritage-history.com/www/heritage-books.php?Dir=books&Menuitem=display&author=barker&book=folktales&story=hunterhttp://>>.

Revision and Research in Action: The crafting of non-fiction picture book

- **It Jes' Happened: When Bill Traylor started to draw** - Tate, Don, and R. Gregory Christie. *It Jes' Happened: when Bill Traylor started to draw*. New York: Lee & Low, 2012. ISBN: 978-1600602603
- **Story Board Template** - "Storyboard Template." *Printable Paper*. Web. 20 Aug. 2013. <<http://www.printablepaper.net/category/storyboard>>.

Author/Illustrator/Presenter: Don Tate

- www.dontate.com

Core Curriculum State Standards

- <http://www.corestandards.org>

Document Prep: Debbie Gonzales

- www.debbiegonzales.com and www.readerkidz.com

Core Curriculum State Standards Annotations

English Language Arts: Reading -Literature

		Two Hats	Poetry Analysis	Something Special	Non-fiction Focus	Dialectical Tales	Revisions & Research	Media Manipulation	Illustration/Revision Process
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					✓			
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		✓			✓	✓		
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.		✓			✓			
RL.3.7	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)	✓						✓	✓
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		✓			✓	✓		
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).					✓	✓		
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.					✓		✓	✓

		Two Hats	Poetry Analysis	Something Special	Non-fiction Focus	Dialectical Tales	Revision & Research	Media Manipulation	Illustration/Revision Process
RL.4.8	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		✓			✓			
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.								✓
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).						✓	✓	✓
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.								✓
RL.6.9	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.		✓			✓	✓		

English Language Arts: Reading – Informational Texts

		Two Hats	Poetry Analysis	Something Special	Non-fiction Focus	Dialectical Tales	Revision & Research in Action	Media Manipulation	Illustration/Revision Process
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.				✓		✓		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).				✓		✓		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.				✓		✓		
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.				✓		✓		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				✓		✓		

English Language Arts: Writing

		Two Hats	Poetry Analysis	Something Special	Non-fiction Focus	Dialectical Tales	Revision & Research in Action	Media Manipulation	Illustration/Revision Process
W.3.5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓					✓
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.			✓					✓
W.3.3d	Provide a sense of closure.			✓					✓
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			✓					✓
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			✓					✓
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓					✓
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			✓					✓
W.4.3a	Provide a conclusion that follows from the narrated experiences or events.			✓					✓
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			✓					✓

		Two Hats	Poetry Analysis	Something Special	Non-fiction Focus	Dialectical Tale	Revision & Research In Action	Media Manipulation	Illustration/Revision Process
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			✓					✓
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.			✓					✓
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			✓					✓