

Developing Literacy through Music and Children's Literature

Georgia Performance Standards of Excellence

Music

Grades Kindergarten, 1 and 2

Creating

Improvise melodies, variations, and accompaniments.

ESGMK.CR.1

ESGM1.CR.1

ESGM2.CR.1

Compose and arrange music within specified guidelines.

ESGMK.CR.2

ESGM1.CR.2

ESGM2.CR.2

Performing

Sing a varied repertoire of music, alone and with others.

ESGMK.PR.1

ESGM1.PR.1

ESGM2.PR.1

Perform a varied repertoire of music on instruments, alone and with others.

ESGMK.PR.2

ESGM1.PR.2

ESGM2.PR.2

Read and Notate music.

ESGMK.PR.3

ESGM1.PR.3

ESGM2.PR.3

Responding

Listen to, analyze, and describe music.

ESGMK.RE.1

ESGM1.RE.1

ESGM2.RE.1

Evaluate music and music performances.

ESGMK.RE.2

ESGM1.RE.2

ESGM2.RE.2

Connecting

Connect music to the other fine arts and disciplines outside the arts.

ESGMK.CN.1

ESGM1.CN.1

ESGM2.CN.1

English Language Arts

Kindergarten

Key Ideas and Details

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

Print Concepts

ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page.

Phonological Awareness

ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.

Comprehension and Collaboration

ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Conventions of Standard English

ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Grade 1

Key Ideas and Details

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.
Print Concepts

ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

Phonological Awareness

ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.

Fluency

ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.

Comprehension and Collaboration

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Conventions of Standard English

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisitions and Use

ELAGSE1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Grade 2

Key Ideas and Details

ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.

Integration of Knowledge and Ideas

ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Phonics and Word Recognition

ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Fluency

ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.

Comprehension and Collaboration

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Conventions of Standard English

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisitions and Use

ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Visual Art**Kindergarten**

VAKCU.2 Views and discusses selected artworks. a. Talks about artworks of significant artists that have recognizable subjects and themes.

Grade 1

VA1CU.2 Views and discusses selected artwork. A. Names subject and themes.

Grade 2

VA2CU.2 Views and discusses selected artwork. A. Names subject and themes.

Objectives:

1. The facilitator will guide participants in the process of gaining a deeper understanding of how engagement in music helps develop literacy.
2. The facilitator will guide participants in the process of gaining a deeper understanding of the cohesiveness that exists between music, children's literature, and other academic disciplines.

Essential Question(s)

1. To what extent is learning how to read and write important?
2. How does engagement in music help your ability to read and write?

Vocabulary

- *Develop*: the process of growing and evolving to higher levels of performance.
- *Literacy*: the process of learning to read, write, and communicate effectively.
- *Music*: organized sounds and/or silences of varied lengths.
- *Children's Literature*: books, poetry, magazines, newspapers; any reading material designed for children.

Materials:

- Children's literature (to be selected from the Reading Resources listed on pages 7 and 8 of this plan).
- Promethean Board, if available
- Computer
- Electronic keyboard or acoustic piano (optional)
- Classroom instruments (to include the Orff instrumentarium – xylophones, metallophones, glockenspiels, bass and contra bass bars, gong, hand drums or frame drums, and other larger or smaller percussion instruments)
- Soprano recorder (optional)
- Open space for movement

Facilitated Lesson Delivery

The intensity or rigor of the facilitated instructional delivery will depend upon grade levels and individual classes. The facilitator will alter instruction as needed.

1. Begin by engaging participants in a discussion using the following questions:
What is music? What is literacy?
2. Further the discussion by engaging participants in a discussion by asking the following essential questions: (1) To what extent is learning how to read and write important? (2) How does engagement in music help your ability to read and write?
3. Select a book from the Reading Resources list (see pages 7 and 8).
4. Facilitate lesson by actively engaging participants in the following (the specific book used will determine the overall process of developing literacy through music and children's literature):
 - Invite participants to read the title, identify the author, and illustrator (if applicable).
 - Extract specific words and/or phrases from the text and teach a melody and/or rhythm pattern that will be transferred to voices and/or classroom instruments.
 - Challenge students to determine the meaning of selected vocabulary words based upon context clues.
 - Teach vocal and classroom instrumental parts (reteaching as necessary).
 - Invite participants to present the music and children's literature as a cohesive whole (i.e. Select participant(s) to read a specified portion or all pages as other participants sing and/or play classroom instruments; formal structure to be determined by facilitator and/or participants).

Assessment:

- Facilitator's formative assessment of participants' oral responses to essential questions, and other questions asked during the lesson delivery.
- Facilitator's formative assessment of participants ability to engage in class discussions based upon lesson objectives, essential questions, and other questions asked within the lesson.
- Facilitator's formative assessment of participants' musical performances (i.e. students' ability to accurately sing pitches and rhythms of selected songs).

- Facilitator's formative observation of participants' ability to explain the message conveyed by the poet, composer, or author.
- Facilitator's formative observation of participants' ability to provide key details related to reading passages.
- Facilitator's formative observation of participants' ability to identify, describe, explain, and/or analyze the connection between music, children's literature, and other academic disciplines.

Lesson Closure:

Invite participants to articulate what they learned. A possible guiding question, if needed, could be: What do you now know that you did not know prior to coming into this learning space today?

*Reading Resources

- Angelou, M. (1993). *Life doesn't frighten me*. New York: Abrams Books for Young Readers.
- Bates, K. L. (2001). *America the beautiful*. New York. Scholastic.
- Carle, E. (1996). *The very busy spider*. New York: Penguin Random House LLC.
- Carle, E. (1969). *The very hungry caterpillar*. New York: Penguin Random House LLC.
- Dillon, L. & Dillon, D. (2002). *Rap a tap tap: Here's Bojangles – think of that!* New York: The Blue Sky Press.
- Gorman, A. (2021). *Change sings*. New York: Viking.
- Hughes, L. (1994). *Poetry for young people*. New York: Sterling Publishing Company.
- Hughes, L. (1994). *The collected poems of Langston Hughes*. New York: Vintage Classics.
- Hughes, L. (1994). *The dream keeper and other poems*. New York: Scholastic, Inc.
- Johnson, J. W. (1993). *Lift every voice and sing*. (E. Catlett, Illus.). New York: Walker and Company.
- Johnson, J. W. (1995). *Lift ev'ry voice and sing*. (J. S. Gilchrist, Illus.). New York: Scholastic, Inc.
- Key, F. S. (1992). *The star-spangled banner*. New York: Random House.
- King, M. L. (1968). *I have a dream*. New York: Schwartz & Wade Books.
- Marley, C. (2011). *One love*. New York. Scholastic.
- Martin, B. and Archambult, J. (1988). *Listen to the rain*. New York: Henry Holt and Company.
- McDermott, G. (1972). *Anansi the spider: A tale from the Ashanti*. New York: Henry Holt and Company.
- Miller, W. (2001). *Rent party jazz*. New York: Lee and Low Books.
- Morrison, T. & Morrison, S. (2010). *The tortoise or the hare*. New York: Simon & Schuster Books for Young Readers.

Obama, B. (2010). *Of thee I sing*. New York: Alfred A, Knopf.

Prelutsky, J. (2001). *Awful ogre's awful day*. Singapore: Tien Wah Press.

Prelutsky, J. (2002). *The frogs wore red suspenders*. Singapore: Tien Wah Press.

Reynolds, P. (2019). *Say something!* New York: Orchard Books.

Weatherford, C. B. & Christie, R. G. (2016). *Freedom in Congo Square*. New York: Little Bee Books.

*The above list of reading resources is not by any means comprehensive. Books will be added ongoingly.

References

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Georgia Department of Education (2024). Georgia Standards of Excellence Music Standards.

[ELA-Grade-2-Standards.pdf \(georgiastandards.org\)](#)

Georgia Department of Education (2024). Georgia Standards of Excellence Social Studies

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Standards. [1_Fine_Arts_Visual_2-11-2010.pdf \(georgiastandards.org\)](#)

Georgia Department of Education (2024). Georgia Standards of Excellence Visual Arts

Standards. [2_Fine_Arts_Visual_2-11-2010.pdf \(georgiastandards.org\)](#)