

# **Perseverance and Overcoming Obstacles to Accomplish Goals - Taught Through Women's History**

Second-Grade Text Set

Madeline Burns  
Vanderbilt University  
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**Text Set Introduction-** The goal of this text set is to teach a unit on the SEL standard of persevering to achieve a goal and Women's History Month through the introduction of a variety of famous and everyday women from different cultures who overcame obstacles to help inspire others and pursue their passions, ultimately aiding in advancing women's role in society. Through this exploration of strong and inspiring women, the students will reflect on their own lives and times they had to persevere, along with a future goal they want to pursue that might change the world like some of the women we will study did. Through reading a variety of different styles of texts about both famous and everyday women, the students will learn the importance of using their uniqueness to persevere in everyday life and that no triumph is insignificant, whether it be intrapersonal, interpersonal or global.

By the end of this unit, the students will be able to articulate the strengths, obstacles and accomplishments of a variety of different women throughout history. The students will also be able to connect this theme to themselves, identifying and writing about a time they persevered in the past and a goal they want to accomplish in the future, using a choice of medium such as poem, comic, article or narrative (all these options will have been present throughout the text set to serve as models). Students will also practice the literacy skills of determining the central message of stories from different cultures, describe how characters in a story respond to major events and challenges, use information from both words and images in digital and print texts to understand the character, setting and plot, and read and comprehend stories and poetry in the grade 2-3 text complexity band with scaffolding as needed.

**Knowledge Building Concepts-** How did women throughout history and in current times use their strengths to overcome obstacles to influence and inspire those around them? How can you use the strengths from the obstacles you have overcome to help you accomplish your passions?

## **Standards-**

Social Studies- 2.39 Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.

- Focusing specifically on Women's History Month

- There will be a diverse selection of women studied including Black, Hispanic, Asian, Muslim, Deaf, Paraplegic and Jewish.

SEL-

<b>2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.</b>		
<b>Grade Band</b>	<b>Developmental Indicators</b>	<b>Strategies</b>
K-2	<ul style="list-style-type: none"> <li>• Identifies a short-term goal (wish, dream)</li> <li>• Identifies the steps needed to accomplish a short-term goal</li> <li>• Identifies people/resources needed to meet one's short-term goal</li> <li>• Recognizes if a goal is under one's own control or someone else's</li> <li>• Describes something they have accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a list of short-term wishes and/or dreams as they relate to school, sports, etc., and have them prioritize the list.</li> <li>• Teach students decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day.</li> <li>• Set aside a time for students to describe and celebrate a goal they have accomplished.</li> <li>• Have students participate in a step-by-step art or baking project and celebrate successful completion.</li> <li>• Have students routinely develop and complete age-appropriate, short-term classroom goals (e.g., reduce time during transitions, put supplies away quicker, line up for lunch).</li> </ul>

Literacy-

CCSS.ELA-LITERACY.RL.2.2

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

CCSS.ELA-LITERACY.RL.2.3

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

CCSS.ELA-LITERACY.RL.2.7

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

CCSS.ELA-LITERACY.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Texts Selection Overview

The variety of texts in this set are intended to represent a wide range of females with a diversity of backgrounds, obstacles and accomplishments. Along with the diversity of content, there is also a diversity of text styles, which aims to entice reluctant readers (Harvey & Ward, 2017). Students will be given choice throughout this unit of which texts they wish to explore. Students may make these choices based on content or text structure. For thriving readers, this means they can explore a new challenge (either in medium or reading level). For striving readers, they can select mediums and content that appear interesting to them and provide them with a high effort to reward ratio (Harvey & Ward, 2017). Student groups will then share their findings in a book talk style with the rest of the class to help entice their peers to read and engage with new texts and mediums throughout and after the unit.

Title	Author	Type	Reading Level
<b>Anchor Text:</b> <i>The Day You Begin</i>	Jacqueline Woodson, illustrated by Rafael López	Fictional Narrative Book	Lexile 980 Read-Aloud
<i>After the Fall- How Humpty Dumpty Got Back Up Again</i>	Dan Santat	Fractured Fable Book	Lexile- 550 Read Aloud
<i>She Persisted: 13 Women Who Changed the World</i>	Chelsea Clinton, illustrated by Alexandra Boiger	Non-Fiction Book	Lexile- 1170 Read Aloud- Scaffolded by teacher
<i>The Sky is Now Her Limit</i>	Library of Congress	Image	N/A
<i>Tammy Duckworth</i>	PebbleGo	Interactive Biography with Audio Component	Lexile- approx.- 500 (2 <sup>nd</sup> grade)
<i>National Geographic Kids- Helen Keller</i>	Kitson Jaznka	Series Informational Text (come in a variety of topics)	Level 2 Reader- Grades K-3
<i>Bethany Hamilton Riding the Waves</i>	Renee Meloche	Series Novel in Verse	Grades 1-2
<i>The Making of RBG</i>	Scholastic Kids by Alula Alderson	Article	Edited using Newsela to be 2 <sup>nd</sup> grade level
<i>Drum Dream Girl</i>	Margarita Engle	Poem	Lexile- approx. 1,000 (High Lexile due to poem structure, vocabulary is 2 <sup>nd</sup> grade)
<i>El Deafo</i>	Cece Bell	Graphic Novel	Lexile- 420 (2 <sup>nd</sup> - 8 <sup>th</sup> grade)

<i>Malala's Magic Pencil</i>	Malala Yousafzai, illustrated by Kerascoet	Autobiography Book	Lexile 740 (3 <sup>rd</sup> grade)
<i>Mae Among the Stars</i>	Roda Ahmed, illustrated by Stasia Burrington	Non-Fiction Narrative Book	Lexile 580 (2 <sup>nd</sup> grade)
<i>"Michelle Obama tells youngsters to work hard for success"</i>	Published by AP Archive	Video	N/A

### **1. Fractured Fable Narrative Book: *After the Fall- How Humpty Dumpty Got Back Up Again***

- Summary:** This text is a fractured-fable which tells the story of what happened to Humpty Dumpty after his infamous fall. It is told from Humpty Dumpty's perspective and he talks to the reader about how he wishes to be known for something else other than his fall. It takes the reader on the journey with Humpty about how he tried many different ways to both literally and metaphorically put himself back together again. He desperately wants to be among the birds again, so he tries making paper planes and sending them up to the sky, but nothing compares to actually being back on top of the wall. Humpty finally gets the courage to climb back up and learns to "fly." Humpty learning to fly is a metaphor for him breaking out of his shell and finally being free of what he was scared of because he finally overcame his fear and achieved his goal of being with the birds again.
- Rationale for Selection and Connection to Knowledge Building:** I chose this book as a way to kick off my unit because it describes the SEL standard and concept in a way that is relatable and accessible to the students. All of the students will have heard of the story of Humpty Dumpty by the time we get to this unit, so they will be able to connect to Humpty Dumpty and understand why he is scared. This book clearly tells a story of the process of trying and trying again and being frozen by fear, which all students can relate to on one level or another. Since all students can relate to this universal feeling of being scared or held back by something when trying to accomplish a goal, they will be able to use their current schema to comprehend and connect to the text. By activating this schema and the students' prior knowledge and experiences (Anderson, 1984), we will be able to create a foundation for the rest of the unit where we address these same social-emotional themes through the exploration of women throughout history.

- *Usage:* This book will be read as a read aloud during the launch of this text set unit. There will be scripted questions throughout the read aloud that ask the students what they infer about how Humpty is feeling from the illustrations (RL.2.7). The students will also be asked to recall a time when they tried and tried to accomplish a goal and finally did and what that goal was (SEL- 2B). The students will then be instructed to go back to their seats and write about what they accomplished and how they persevered in their writing journals. This journal writing will be done as a more private, reflective piece where the students do not have to share with the larger audience. The students may also draw a picture that represents this time of perseverance if they wish. The whole idea of this activity, and a large part of the unit is making text to self-connections, which students with autism can often struggle with. To support those students (and anyone that wants it) I will provide them with Venn Diagram graphic organizer, so they can more visually see how they can connect themselves to the text (Ngyuyen, Leytham, Whitby & Gelfer, 2015). These students will also be able to use this support whenever they are reading to make connections with the famous women we will be reading about.
- *Readability Level:* The Lexile level of this text is right in the middle for what is expected of second grade. Since the text will be read aloud, there are no worries with students not being able to decode the words. The struggle will be in the comprehension of the metaphors occurring in the text with Humpty Dumpty learning to “fly” and cracking out of his shell to become a bird. This is literal, since Humpty Dumpty comes from an egg, so he could be a bird and hatch to be able to fly. This is metaphorical because he is finally free of his worries and accomplished his goal. The comprehension of this will be scaffolded by connecting the content to students’ prior knowledges and experiences, having guiding questions about the illustrations built into the read aloud and with a thoughtful, longer discussion about the illustration on the last page of Humpty breaking out of his shell and what the students notice. I read this text with Kindergarteners this year, and they were able to see both the literal and metaphorical contexts after our close read, so I believe the second graders will be able to as well.
- *Citation- Santat, Dan. (2017). After the Fall How Humpty Dumpty Got Back Up Again. New York, NY: Roaring Book Press.*

## **2. Non-Fiction Book- *She Persisted: 13 Women Who Changed the World***

- *Summary:* This text explores a variety of different influential women throughout U.S. history, giving a brief description of each. The overall theme of perseverance and persistence is

intertwined throughout each woman's unique story. It begins with an introduction to how being a girl is not always easy and there will be obstacles along the way to accomplishing your dreams. The book then tells the stories of Harriet Tubman, Helen Keller, Clara Lemlich, Nellie Bly, Virginia Apgar, Maria Tallchief, Claudette Colvin, Ruby Bridges, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner, Oprah Winfrey and Sonja Sotomayor. These women of all different ethnicities accomplished things in a range of fields including, politics, STEM, sports and human rights. The text ends with motivation to students again about how their voice is important and how they can persist like these famous women.

- *Rationale for Selection and Connection to Knowledge Building*: I chose this book to address next in my text set because I will use this as an anchor text for the comprehension and organizational skills I want the students to practice and use throughout the rest of the text set unit. This book will act as a scaffold for my students independent reading comprehension as well as provide students with a foundational knowledge of women throughout history who accomplished great things and had to overcome obstacles along the way. This way, when the students begin to read about more women independently, they will have shared, previous knowledge they can use to connect their new knowledge to, to create deeper understanding and comprehension. For ELLs specifically, the goal of this is so they can experience reading in their zone of proximal development and be provided with the necessary scaffolds to access the new information, such as building on background knowledge and rehearsing central text concepts (Iddings, Risko & Rampulla, 2009).
- *Usage*: I will introduce this book by explaining what Women's History Month is and talk about how we have Women's History Month both because of these women we are going to learn about and to celebrate these women we are going to learn about. The goal is that through the exploration of these impactful women, that the students see the significance of nationally and internationally recognizing the accomplishments of woman and people (since ideally a similar unit on Black History, Hispanic Heritage, and American Indian Heritage Months would come next to finish addressing the whole standard) who overcome obstacles to make a difference in the world (Social Studies- 2.39). I plan to read a selection (1 or 2 women) from this text each day for the first week. Each time we read about a new person, we will fill out an anchor chart/graphic organizer dissecting the strengths each woman has/what makes them unique, the obstacles they overcame and what they accomplished (RL.2.3) (SEL- 2B). For example, Harriet Tubman's would look as so... strengths: bravery and

selflessness; obstacles: she had to risk her life, she was African American and African Americans were slaves at the time, she had to help people at night time in the dark and cold etc...; accomplishment: she led family, friends and strangers to safety on the Underground Railroad. As the teacher, I will also provide a variety of background knowledge on each woman, connecting it to things they have learned about in the past and filling in the gaps. This will be done using the gradual release of responsibility (Pearson & Gallagher, 1983), where I model this completely the first day, then we do it together as a class, then the students do it independently in groups as we all share out together and see if we had similar or different interpretations. As a part of this whole group instructional time, we will also create a compilation of all of the different strengths we came up with for the women, such as bravery, perseverance, selflessness, courage etc..., and define what those mean as a class. This will serve as some vocabulary front loading, which will be good for English Language learners as well as the entire class. We will use this later when we read out anchor text, *The Day You Begin*, and define what makes us unique and some strengths we have that would help us accomplish our goals or dreams.

- *Readability Level:* The Lexile level of this text is significantly above that of a second grader and the students will not be expected to read and comprehend this book independently. As discussed above, their understanding will be supported and scaffolded by the teacher through direct modeling and shared activities before they do similar things with the texts that are at their reading levels. By providing the students with the appropriate scaffolds and working together to achieve comprehension, the students can access texts beyond their current Lexile levels. This way the students can still access complex texts at their age without getting frustrated (RL.2.10).
- *Citation-* Clinton, Chelsea. (2017). *She Persisted: 13 Women Who Changed the World*. London, UK: Philomel Books.

### **3. Image: *The Sky is Now Her Limit***

- *Summary:* This image is from the Women's Suffrage movement. It shows a woman standing at the bottom of a ladder holding a bucket, looking up at the top of the ladder. The ladder has words and phrases written on the rungs. Toward the bottom of the ladder it says things such as "slavery," "shop work." In the middle it says, "teachers, caretakers, arts, crafts, science, public office," and at the top of the ladder is "equality," "congress" and lastly, "the presidency." One of the rungs is larger than the rest, being "equal suffrage," showing that the things at the top of the ladder are only achievable if that happens. The woman is

looking up to the highest rung of the ladder with big, hopeful eyes for what woman can accomplish when they finally have equality. It shows that with equality, the sky is the limit and women can accomplish anything.

- *Rationale for Selection and Connection to Knowledge Building:* I chose this image because I feel like it perfectly anchors itself in the text set, allowing students to continuously reference it each time they read about a woman who accomplished one of the goals on the rungs of this ladder. It helps put the accomplishments of women into perspective of how one accomplishment builds off the next and each time a female pioneer perseveres and overcomes a new obstacle, they open up the door for someone else and inspire others. It also shows the students that not everything women are capable of has been accomplished and they could be the one to reach that goal, (SEL- 2B) such as the presidency.
- *Usage:* I would introduce this at the beginning of the text set in a whole group setting. I would have the students first brainstorm in small groups in the form of an “I notice” “I wonder” T-chart and jot down what they are seeing in this image and what they wonder about this image. We will then come back together as a class and have a discussion addressing what is stated above. We will then continue to use this throughout the text set. I will cover up all of the rungs with construction paper on a large print out of this and each time we read about a new woman, we will uncover what step on the ladder they accomplished. This will create a visual for the class of how each contribution impacts the next, as described above.
- *Readability Level:* Some of the rungs on this ladder are at the second-grade level, while some are not, but that is not the point of this image. Those words can easily be decoded by the teacher and read to the students and the students will be familiar with what they are. The image itself is quite simple in the fact that there are no busy extra things for the students to get distracted by. They can easily focus on the girl, the ladder and the beaming light coming from the top of the ladder. Also, since this will be explored in small groups, discussed as a whole class with the teacher acting as a facilitator and used as a scaffold throughout the entire unit, the students who do not comprehend the image immediately will continue to be supported to ultimately achieve comprehension.
- *Citation-* Library of Congress: Media Gallery | Women’s Suffrage. The Sky is Now Her Limit. [Photograph]. Retrieved from <https://tn.pblearningmedia.org/resource/feea9286-3407-4aed-aa81-9e78ee05065e/feea9286-3407-4aed-aa81-9e78ee05065e/>



#### 4. Interactive Biography with Audio Component - *Tammy Duckworth*

- *Summary:* This PebbleGo is an interactive look into the life of Tammy Duckworth filled with pictures, audio and text. This biography consists of headings about Tammy's "Early Life, Flying for the Army, Tammy's Injury, Helping Veterans, Working in Congress and Related Articles." Tammy Duckworth was born in Thailand and moved to Hawaii when she was young. She joined the Illinois National Guard and trained to be a helicopter pilot. In the war, her helicopter was hit by a grenade and she lost both her legs and hurt her right arm. She then dedicated her life to helping other veterans. She ultimately became the first disabled woman in the House of Representatives and continues efforts to help veterans and the environment.
- *Rationale for Selection and Connection to Knowledge Building:* I selected this piece both for its medium and the content. PebbleGo is a great resource to use for students in both assigned texts and passion projects. It serves as a safe search engine for students where they can type into the search box, like Google, and be given a plethora of information on a variety of subjects such as animals, biographies, science and social studies. The text presented is at the level of an Elementary School student and also provides students with definitions that are hyperlinked to possibly unfamiliar words. All of the text on this site can be read aloud to the student by clicking the audio button. There are also photographs alongside the text with captions to enhance the understanding and provide multiple entry points to the content (RL.2.7). Tamm Duckworth was also a great choice to include in this text set due to her strength, bravery, the obstacles she overcame and her many accomplishments. Her life story provides students will many different parts to analyze and connect to.
- *Usage:* This text would be one of many in the students' independent work time. This along with the next 6 texts will all be given as choices to the students to explore and independently read. The students will be given the choice to select one of the next 6 texts to read and analyze like was modeled with *She Persisted*. Once students work and read independently, using the same organizer we did as a class, the students will be asked to work with the other students that selected this text to compare and contrast the information they pulled as important to the focus woman's strengths, obstacles and accomplishments (RI.2.3). This way, if a student struggled to comprehend the text, due to a variety of reasons, when they come back to their small group, their peers can help fill in gaps. During this time, I will also be circulating the room helping the students fill in gaps, front-load vocabulary and using questioning strategies to help take their thinking to the

next level. Their peers can also use this time to communicate in any way they see fit, which may include paraphrasing for their peers or translanguaging. The teacher can help promote this meaningful oral text conversation in a social setting (Iddings, Risko & Rampulla, 2009). This will repeat 3 times so students can select 3 different text mediums and women. After the 3 rotations, the students will then get to decide which one they want to share about to the whole class in a more formal presentation (poster, PPT etc). This will be done in small groups of whoever chooses each one.

- *Readability Level:* The Lexile level of this text is about 500, which is right in the middle of the second-grade reading level. This text is also great because since it has the audio component, along with the hyperlinks, students who do not yet read on grade level will be able to still access the content. This format is also great for English language learners because it helps provide the necessary vocabulary and definitions to help them access the text. These definitions can also be read to them, so they do not have to worry about decoding unfamiliar explanations, either.
- *Citation-* Tammy Duckworth. *PebbleGo*. Retrieved from <https://www.pebblego.com/modules/3/categories/8929/articles/8892> (log in needed).

## **5. Informational Text- *National Geographic Kids- Helen Keller***

- *Summary:* This book is about the life of Helen Keller, told in a visually appealing way, with many short facts and images. In this informational style text, there are speech bubbles, fun facts, small narrative parts, photographs and eye-catching graphics. The text tells about Helen Keller's early life, her achievements, the obstacles she faced along the way and her overall impact on history.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this text specifically for the format. While there are many books on Helen Keller, I believe this format National Geographic Kids produces is perfect for engaging striving readers. It has a high effort to reward ratio (Harvey & Ward, 2017), where students can learn a lot about Helen Keller in a short amount of time through graphics and pictures, not just long sentences. It's informational text style also allows students to decide where they want to start reading and find parts about her life that interested them and then dive deeper. The layout is also enticing to readers and allows them to ease into the text, by reading the pictures or small graphics before tackling the larger parts of text. (Harvey & Ward, 2017). I was also

very intentional in including a text like this because this specific medium typically appeals to boys. Since the content is about famous women and may be less appealing to them on the surface, I want the text structure to be able to bring them in (Farris, Werderich, Nelson & Fuhler, 2009).

- *Usage:* Like I stated above, this would be used during the independent work time and students could select this as one of the texts they explore during the three rotations (RI.2.3) (RI.2.6) (RI.2.2)
- *Readability Level:* This text is a Level 2 Reader for National Geographic, which means it is for students reading independently from ages 5-8. Both the reading level, as well as the format, make it accessible to a wide range of readings with regard to both level and motivation.
- *Citation-* Jazyinka, K. (2017). *National Geographic Readers: Helen Keller*. Washington, DC: National Geographic Children's Books.

#### **6. Series Novel in Verse- *Bethany Hamilton Riding the Waves***

- *Summary:* This text tells the life of Bethany Hamilton through verse. The novel takes the reader through Bethany's life, from the beginning, through her shark attack, her recovery and to where she is now as a surfer and philanthropist.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this book for both the medium and the woman. I chose to include Bethany Hamilton in this because I wanted a female from a variety of different professions and backgrounds and Bethany Hamilton provided readers with a story about an athlete. Since many students are into athletics, I figured this could provide an entry point for striving readers into developing a love of reading. I also selected this text because it was part of a series and series books can be a way into reading for striving readers (Harvey & Ward, 2017). If the students enjoy this high effort to reward ratio that the novel in verse provides, they may get hooked on the series and want to learn more about other heroes. The poetry is done in simple, catchy rhymes that engage the reader along with color illustrations.
- *Usage:* This will be another text selection option during the students 'choice time to read and analyze during one of the 3 rotations and/or ultimately present on it (RL.2.3) (RL.2.7) (RL.2.10).

- *Readability Level:* The reading level for this text is listed for grades 1-2, so it will be accessible to almost all students. While it is a novel, since it is only 32 pages and in a rhyming verse that easily flows, students will be able to finish it in the same time as the students who chose to read the articles or picture books.
- *Citation-* Meloche, R. (2014). *Bethany Hamilton: Riding the Waves (Heroes for Young Readers)*. Edmonds, WA: YWAM Publishing.

## **7. Article: *The Making of RBG***

- *Summary:* This article talks about the all the parts of Ruth Bader Ginsberg's life that lead to where she is today. The headings include, "A Pioneering Lawyer, A Teacher At Heart and Planks and Push-Ups." It talks about her fight for women's equality, being told that she was taking opportunities from men, balancing her career and a family and her current importance on the Supreme Court. This article includes quotes as well as photographs of RBG, her family and her office.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this medium because I wanted students to be able to select an article as one of their choices. I also chose Ruth Bader Ginsberg because she is such a popular icon at the moment, that many students may have heard of her, but not actually know much about her. Due to this, students might be enticed to want to learn more. I again wanted to include a text like this because this specific medium typically appeals to boys. Since the content is about famous women and may be less appealing to them on the surface, I want more options where the text structure can bring them in (Farris, Werderich, Nelson & Fuhler, 2009).
- *Usage:* This would be another one of the choices for students to read and analyze and/or present on to the class. (RI.2.2) (RI.2.3) (RI.2.6).
- *Readability Level:* The Lexile level of the article as it is from Scholastic News Kids is at a much higher reading level than second grade, even though it is for kids. Due to this, I would use the platform rewordify.com to edit the text to be grade level appropriate. With this platform, I could even create multiple versions of the text that are scaffolded for my English language learners and striving readers.
- *Citation:* Anderson, A. (2018). The Making of RBG. *Scholastic News Kids Press Corps*. Retrieved from <http://kpcnotebook.scholastic.com/post/making-rbg>

## 8. Poem: *Drum Dream Girl*

- *Summary:* This poem is about the childhood of a Chinese-African-Cuban girl who faced obstacles when pursuing her dream of becoming a drummer. In Cuban, females are not typically seen as the drummers and it is reserved for the males. The woman who this poem is reflected after, Miloo Castro Zaldarriaga, became part of Cuba's first all-girl dance band. Due to Millo's courage and strength, all girls can now follow their dreams to become drummers.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this medium for students who might be scared off by lots of text on a page, but the format of a poem might appeal to them. I also wanted women from a variety of different professions, as described earlier, so this poem gives insight into another culture as well as a woman in the arts. This poem also lends itself to visualization where students can kinesthetically connect to the sounds, emotions and images they are reading about. This poem creates a vivid image in the reader's mind, which may allow students to connect to this text more than some of the others because they will be able to envision themselves in a time where they felt similar feelings of being on the outside looking in.
- *Usage:* This will be another choice for the students to select and/or later present on. I will also divide this poem up into a few different sections (labeled with the order they go in), so students are not overwhelmed by the length at first glance. This way students can read it in digestible chunks and really focus on the meaning from each part. Since I plan on using this text set at the end of the year after students have been exposed to poetry, I will encourage them to use the strategies for comprehending poetry they have previously learned. I will provide pens, highlighters and fun paper at this station to support their analysis/annotations (RL. 2.2) (RL.2.3) (RL.2.7) (RL.2.10).
- *Readability Level:* The Lexile level of this poem is quite high, however, the vocabulary words used are not too advanced, that I believe second graders would be successful in reading it. The content and the emotion are also relatable to many students. The notes section after the poem is very valuable in providing the reader with a context for the poem and who it is about. However, the Lexile level of that is not very accessible to second grade. Due to this, I would create my own, second-grade friendly version of the "Note" section with photographs to give the students more accessible context and help build that background knowledge.

- *Citation-* Engle, Margarita (2015). *Drum Dream Girl*. Boston, MA: Houghton Mifflin Harcourt. Retrieved from <https://www.poetryfoundation.org/poems/141837/drum-dream-girl>

## 9. Graphic Novel: *El Deafo*

- *Summary:* This novel a story about a young rabbit named Cece who begins to lose her hearing right before entering Elementary School. The story is told in the form of a graphic novel and takes the reader through Cece's journey of losing her hearing, adapting to her new lifestyle, the tools she must use to hear like her classmates as well as her experience navigating different friendships.
- *Rationale for Selection and Connection to Knowledge Building:* While Cece is not necessarily a "famous" woman in history, I believe her story is just as important to incorporate in this text set. I believe having books both about typically "famous" women who changed history and women like Cece show students that the impact you make can be on any level. It shows students that you do not have to change the world to make an impact on others, nor do you have to lose a limb or risk your life to show bravery in overcoming an obstacle. Cece overcame a personal obstacle of feeling like she did not fit in, which does not make her any less brave than the other women we read about in this text set. It also shows them that being a good friend and uniting people together is also an admirable goal that they can accomplish that is just as valid as being the first person on the moon. This text helps communicate the SEL skill of perseverance on a different level, so students can begin to connect their experiences to that of the women we read about, which will help lead them into the final part of the unit. I was also again very intentional in including a comic in this text set to provide the boys with another entry point (Farris, Werderich, Nelson & Fuhler, 2009).
- *Usage:* This text will be done partly in a read aloud and then brought into small groups. The read aloud will occur over the course of the week before or after the students work on their independent reading explorations. During significant parts in the plot, I will pause and have photocopies made of the pages and give them to each table group. The students will be instructed to really take a deep dive into those pages and determine how Cece was feeling, what is happening, and how the illustrations and the text complement each other and help the reader gain more insight into the story (RL.2.7) (RL.2.3). Students will be asked to annotate, write all over and use Post It notes on the photocopies. We will then come back together and discuss the section and how it connects to our own lives of times when we felt like Cece did

in each particular scenario. We will create a whole class Venn diagram here, which is a proven strategy for students with Autism (Ngyuyen, Leytham, Whitby & Gelfer, 2015), and effective strategies can benefit everyone. (RL. 2.2) (RL.2.3) (RL.2.7) (RL.2.10).

- *Readability Level:* I have seen mixed reviews on the level of *El Deafo*, ranging from 2<sup>nd</sup> grade to a level X. Due to this, I believe it is best to use it as a read aloud and scaffold the student comprehension by having them work on decoding and comprehending in small groups.
- *Citation-* Bell, C. (2014). *El Deafo*. New York, NY: Abrams Books.

## **10. Autobiography: *Malala's Magic Pencil***

- *Summary:* This book is a narrative autobiography written by Malala, talking about her dreams as a little girl and the journey she took to fight for women's education. It begins with her life as a child, imagining having a magic pencil that solved the world's problems, specifically solving the inequality women in her home country faced. To try and achieve her dreams, Malala studied hard to be at the top of her class. However, she faced her first obstacle when girls were no longer allowed to go to school. Malala began to write about the injustices she saw and started sharing them with the world. With her voice and her pen, she was able to accomplish her goals and inspire others.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this book because Malala is a perfect example of a woman who persevered to accomplish her goals. She also represents another culture of women for my text set. Her strengths of bravery, courage, relentlessness etc... are clear, she overcame many obstacles as she worked toward her goal and ultimately accomplished her goal of changing women's educational rights.
- *Usage:* This text would be another selection option for the class to explore during the 3 rotations. Students could also select Malala as their person to share with the rest of the class at the end of the independent rotations (described above). As I said above, I will be circulating the room to help students connect the dots, identify unfamiliar vocabulary and use questioning strategies to get them to higher level thinking. For this text specifically, I will walk through Malala's background and the "About Malala Yousafzai" page with the students, so they are set up for success when reading the book. Therefore, this is probably one of the first groups I will visit. (RL. 2.2) (RL.2.3) (RL.2.7).

- *Readability Level:* The Lexile level of this text is more geared toward 3<sup>rd</sup> grade, so this book would be targeted more at my thriving readers. This book is also in a narrative style with engaging, easy to follow images that can help students with the more unfamiliar words and concepts. The goal is that if a striving reader chooses this book, there will also be thriving readers at that group to be able to help bridge the gap in understanding. The students who select the same books to explore during the independent time will be encouraged to work together and help each other dissect the text and identify the female's strengths, obstacles and accomplishments. Also, to support the students in their understanding, I will convert the "About Malala Yousafzai" page at the end of the text to a second-grade level, using rewordify.com again to provide students with extra background knowledge (RL.2.10).
- *Citation-* Yousafzai, Malala (2017). *Malala's Magic Pencil*. New York, NY: Little, Brown Books for Young Readers.

## **11. Book: *Mae Among the Stars***

- *Summary:* This narrative picture book is about Mae Jemison, the first African American woman to go to space. It tells the story of her as a little girl and how she had big dreams, but people kept shutting her down. While her parents told her if she dreams it, you can do it, her teacher thought a nurse was a better profession for a young girl like her. Mae began to study everything about being an astronaut to be able to achieve her goal.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this text due to the content, since it tells the story of an African American female pioneer who achieved success in the STEM field. This text is also a picture book like *Malala's Magic Pencil*, but this is on the second-grade level, so it is accessible to more students. This way all readers will have access to at least one of the picture books. I also liked the quotable messages Mae's mom tells her in this text. They perfectly align with the SEL standard of being responsible for your own goal. The mother says things such as, "if you dream it, believe in it and work hard for it, anything is possible." (SEL- 2b). I also liked this text because it shows Mae as a young girl, approximately at the age of the second graders. This way the students can see how they are not too young to begin working toward their adult goals, which might change the world.
- *Usage:* This would be another one of the texts for the students during the 3 independent choice rotations (more on those above). (RL.2.3) (RL.2.7)



- *Readability Level:* The Lexile of this text is a level 580, which is right in the middle of second grade, so it will be accessible to most learners. Since it is a picture book, the students also have the illustrations to help support their understanding and their peers, as well as me rotating the room.
- *Citation-* Ahmed, Roda. (2018). *Mae Among the Stars*. New York, NY: HarperCollins.

## 12. Narrative Book: *The Day You Begin*

- *Summary:* This book is the anchor text for the SEL theme in this unit and serves as the mentor text for the final “project” of this text set. This book is about what it feels like to walk into a room and feel different. That difference could be due to your hair, your culture, your clothes, your personality, your experiences etc.. The author states that when you are different and you begin to share that with the world your “day begins.” Your day beginning can be taken many ways. In this context, I am using it as when you finally find the courage to go after what you believe in, what you love and what you are passionate about and share that passion with the world.
- *Rationale for Selection and Connection to Knowledge Building:* I chose this book because I believe it ties everything together. It celebrates uniqueness and shows students that being different is a benefit and gives you something to share with the world. We will connect this theme to the fact that all of these women throughout history had something that made them special and they used that and their strengths we identified to pursue a dream and influence others to do the same. While what makes you special may present you with obstacles, such as the feeling of not fitting in or being told you can’t do it, but that only makes you stronger and when you persevere you can accomplish anything.
- *Usage:* This book will be read aloud to the class at the end of the text set and we will begin to connect all of the themes together. We will talk about how being unique makes us have a story to tell and is what makes us special and different and that we can use this uniqueness to our advantage in helping us pursue our goals. We will discuss what makes each of us unique and some strengths we have because of it. We will reference the strengths we identified at the beginning with *She Persisted* and identify which ones of those we possess. I will also have the students think back to the time they wrote about how they persevered like Humpty Dumpty and some strengths they saw themselves have as a result. I will then instruct the students to think of a goal or passion they have. When doing this, we will reference the top of the ladder in the picture and ask the students what

is something where they could be the first to do it. We will then tie in our strengths and I will ask the students to think about how their strengths and uniqueness can help them achieve this goal they have set (SEL- 2b). The students will then be instructed to respond this prompt by creating their own text like the ones we read. They will be given the choice to use any of the styles we read in, such as a comic, poem, narrative, article etc... The final products will all be displayed around the classroom with the title “*The Day We Begin Accomplishing Our Goals is Today*” to serve as motivations for the students to continue working hard towards their goals, even when they face obstacles.

- *Readability Level*: This text has a Lexile level of about 980, but it will be read to the class as a whole group. The comprehension will also be scaffolded with the plethora of extension questions the class will discuss and connect to themselves, which aids in comprehension by activating schema (Anderson, 1984).
- *Citation*- Woodson, Jacqueline. (2018). *The Day You Begin*. New York, NY: Nancy Paulsen Books.

### **13. Video: “Michelle Obama tells youngsters to work hard for success”**

- *Summary*: This is a video clip of Michelle Obama talking to students from Elizabeth Garrett Anderson secondary school at Christ Church College in Oxford University. The girls ask her questions and she speaks in a panel format about her advice on how to follow your dreams and accomplish your goals.
- *Rationale for Selection and Connection to Knowledge Building*: I chose this video because it was the perfect way to culminate this unit, both from an SEL and from a social studies perspective. It has Michelle Obama, one of the most influential current-day women, speaking to students about how they can also accomplish big dreams and what they need to be able to do so (SEL- 2b).
- *Usage*: We will use this video right after we read the culminating anchor text and I explain the final “project” of the unit. Since in this project the students will be writing about the goals they want to accomplish, we will use this video to dissect the quotes that will help us remember to follow our dreams and that accomplishing our goal won’t always be easy (SEL- 2b). After watching this video as a whole class, I will have the students work in their table groups to jot down the quotes from Michelle Obama that resonated with them. Each student table would ideally have an iPad to be able to re-watch the clip as they work, pausing and replaying as they need. After the students finish in their groups, we

will come back together and I will have each group share as I write down all of the quotes they came up with on the board. After we have them all, I will assign one to each table and have each table make a big poster with that quote to hang in the classroom as reminders for us in our goal setting and accomplishing. The students can decorate this poster in any way they see fit. With images, decorative texts, colored paper, markers etc.

Some Quotes from the video: “Good things don’t come easy.” “With that effort, that is when you grow.” “Some of the best times in my life are when I’ve grown, when I’ve done something hard, when I overcame a fear.” “knowing who you are and being confident in yourself, pushing beyond other people’s labels of you.” “you have to know who you are before that [pursue your goal].

- *Readability Level:* This text is audio, so there is no decoding necessary and the audience Michelle Obama is speaking to is also students, so it is targeted at them. The students will be able to listen to the clip multiple times and use their peers to help create meaning.
- *Citation:* AP Archive. [Username]. (2015, July 30). *Michelle Obama tells youngsters to work hard for success* [Video File] 0:00-1:38. Retrieved from <https://www.youtube.com/watch?v=rpvgvfUH3vY>

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