

Integrating Literacy in the Music Classroom

Muskegon Area Intermediate School District

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INFORMATIVE					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
Development: The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
Audience: The author anticipates the audience's background knowledge of the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
Cohesion: The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
Language and Style: The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
Conventions: The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates standard English conventions along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

Arizona Rubric
Holistic Rubric Based on Six Traits of Writing

Overview

The rubric contains a description of criteria required for a paper to earn a particular score point. This criterion is used to score all of the papers. You should become familiar with the description of each score point. Study them in conjunction with the anchor papers and Strand 2 of the Writing Stand and to gain a full understanding of how the rubric is applied for grades 3, 4, 8, and 9. All papers are assessed on a scale from 1 to 6.

<p>SCORE POINT 6 Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors. 	<p>SCORE POINT 5 Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors. 	<p>SCORE POINT 4 Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
<p>SCORE POINT 3 Response is inadequate in written communication, demonstrated by</p> <ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details are not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors. 	<p>SCORE POINT 2 Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability. 	<p>SCORE POINT 1 Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

Score Point 1	The writing skill in a Score Point 1 response is inferior. A paper receiving a SP1 can be long or short. Length alone is not sufficient reason to score the response a SP1. One or more bullets in the SP1 rubric will describe this paper. It may also satisfy a bullet from a higher SP, but the overwhelming attributes of the response are SP1.
Score Point 2	The writing skill in a Score Point 2 response is poor. Ideas are presented but are not clear or organized. The reader must often reread and infer meaning because of the poor quality of writing. As with the SP 1, this paper may satisfy a bullet from a higher SP, but it fits into the SP 2 rubric more clearly than another.
Score Point 3	The writing in a Score Point 3 response is less than adequate. Ideas are simple; organization is inconsistent; development is uneven. While this paper may meet one or two bullets in a higher score, the majority of descriptors fall in the SP3 rubric.
Score Point 4	The writing skill in a Score Point 4 response is appropriate and acceptable, meeting grade level writing expectations. Clear ideas are organized coherently, although the paper is often formulaic. The message is presented so that most readers can easily understand it. A bullet or two from higher SPs may emerge in some papers, but unless the paper has more bullets above the SP4 than in the SP4, it will earn a SP4.
Score Point 5	The writing skill in a Score Point 5 response is excellent and shows skill beyond acceptable. This paper presents ideas clearly, organizes them with care, and uses vocabulary and sentences that demonstrate thoughtful choice and craftsmanship. A SP 5 paper may have a bullet or two in the SP6, but it still does not meet enough of the criteria in the SP6. The majority of the SP5 bullets will be represented.
Score Point 6	The writing skill in a Score Point 6 response is exemplary. The exceptional and sophisticated craftsmanship shows a thoughtful and exacting writer who strives to communicate clearly and creatively. While the paper may not fit every bullet in the SP6 rubric, it will meet the majority of them. A SP6 paper is not perfect. Errors may be noticed, but they do not detract from the message at all.

Condition codes for non-scored papers: blank – A; illegible – B; non-English – C; and off-topic – D

Always score papers by recognizing what the student has done well before looking for errors. Remember that the student is writing to a cold prompt with no assistance from a teacher. Score for the skills demonstrated. An error that is repeated still only counts as one error. For instance, if a student misspells “beautiful” four times, it is evident that he/she cannot spell “beautiful;” it is one error. Or if a student doesn’t put a comma after introductory clauses throughout the paper, it is evident that he/she does not apply this comma rule; it is one error. If a student misuses the word “except” for “accept,” the same applies whether it is done one time or five times. Strive to assign the score that is best represented by the bullets in a score point.

Create a Piggy Back Song

EDUC 210

Directions

- Step #1 – Pick a short, familiar song (e.g., Yankee Doodle; Twinkle, Twinkle; I'm a Little Tea Pot; etc.), but it's best to avoid hymns.
- Step #2 - Brainstorm words/ideas for your assigned topic
- Step #3 - Count out syllables for each line in your song.
- Step #4 – Mark the spots where rhyming words occur.
- Step #5 – Create 2 verses w/ new words to match each phrase in the song, using the same rhyming word pattern. Make sure you teach something!

Examples of Melodies

Twinkle, Twinkle

On Top of Old Smokey

Yankee Doodle

Itsy-Bitsy Spider

I'm A Little Teapot

Farmer in the Dell

Happy Birthday

Finished Product

You will turn in the following on one sheet of paper:

1. Original lyrics to your song in appropriate number of lines.
2. The number of syllables in (X) at the end of each line.
3. Rhyming words underlined
4. Your new lyrics written out by line, with number of syllables indicated in each line by (X) at the end and rhyming words underlined. The number of syllables and rhyming scheme of the new song should match that of the original. Please compose two verses.

Name _____

Piggy-Back Song Rubric

4 points

The assignment is typed and the lyrics of the new song follow the chosen theme/topic. The rhyming scheme of the song matches that of the original. Finished product includes a) the lyrics of both the new (2 verses) and original versions lined out correctly, b) the number of syllables indicated at the end of each line, and c) the rhyming words underlined.

3 points

The assignment is typed and the lyrics of the new song follow the chosen theme/topic. The rhyming scheme of the song mostly matches that of the original. Finished product includes at least two of the following: a) the lyrics of both the new (2 verses) and original versions lined out correctly, b) the number of syllables indicated at the end of each line, and c) the rhyming words underlined.

2 points

The assignment is typed and the lyrics of the new song mostly follow the chosen theme/topic. The rhyming scheme of the song somewhat matches that of the original. Finished product includes at least one of the following: a) the lyrics of both the new (maybe one verse) and original versions lined out correctly, b) the number of syllables indicated at the end of each line, and c) the rhyming words underlined.

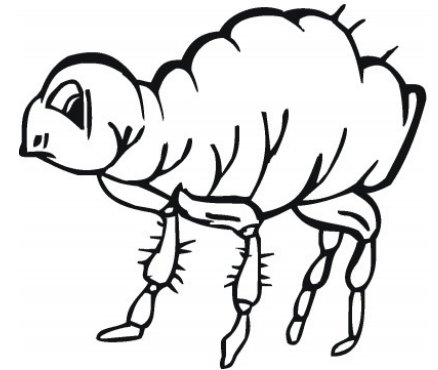
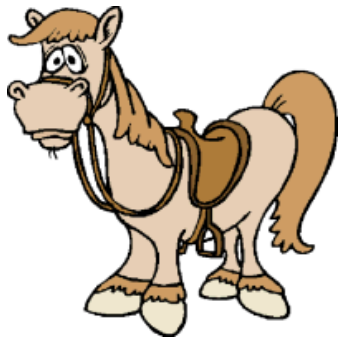
1 point

The assignment may not be typed or the lyrics of the new song do not follow the chosen theme/topic. The rhyming scheme of the song mostly does not match that of the original. Finished product only includes the lyrics of the version (perhaps 1 verse). The number of syllables is not indicated at the end of each line and/or the rhyming words are not underlined.

Score _____ X 2 = _____ / 8 pts.

Horse and a Flea

Horse and a Flea and three blind mice,
Sat on a curbstome shooting dice,
Horse he turned and sat on the flea,
“Oops” said the flea, “There’s a horse on me!”



Edmund Fitzgerald Worksheet

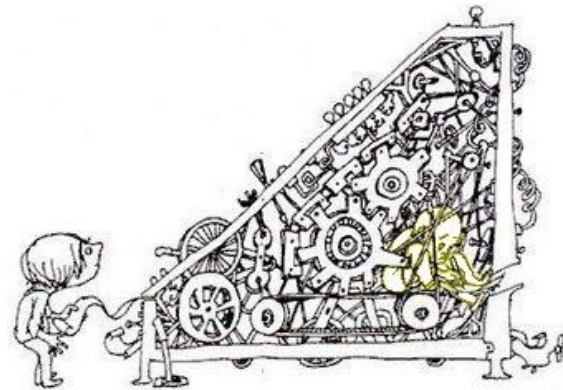
1. Schema (common understandings): What emotions might you feel when threatened by a storm?
2. Questioning: who, what, where, when, why? (The Edmund Fitzgerald sank in 1967) What questions might you ask yourself as you listen to the song?
3. Inferring: What were the sailors feeling and thinking during this event?
4. Determining Importance: What is the basic message of the song?
5. Visualizing: Listen to the song and visualize the story in your head (Describe what you saw in your imagination as the singer describes the storm.
6. Synthesizing: How does the song build? Just in lyrics? Summarize the story in four sentences.

Choral Reading

The Homework Machine

Shel Silverstein

- *The Homework Machine, oh the Homework Machine,
Most perfect contraption that's ever been seen.
Just put in your homework, then drop in a dime,
Snap on the switch, and in ten seconds' time,
Your homework comes out, quick and clean as can be.
Here it is--"nine plus four?" and the answer is "three."
Three?
Oh me . . .
I guess it's not as perfect
As I thought it would be.*



The Sound Collector

From All the Best – The Selected Poems of Roger McGough

- A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away
- The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock
- The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes
- The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill
- The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain
- The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair
- A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

Noise Day

Shel Silverstein

Let's have one day for girls and boys
When you can make the grandest noises.
Screech, scream, holler, and yell—
Buzz a buzzer, clang a bell,
Sneeze—hiccup—whistle—shout,
Laugh until your lungs wear out,
Toot a whistle, kick, a can,
Bang a spoon against a pan,
Sing, yodel, bellow, hum,
Blow a horn, beat a drum,
Rattle a window, slam a door,
Scrape a rake across the floor,

Use a drill, drive a nail,
Turn the hose on the garbage pail,
Shout Yahoo—Hurrah—Hooray,
Turn up the music all the way,
Try and bounce your bowling ball,
Ride a skateboard up the wall,
Chomp your food with a smack and a slurp,
Chew—chomp—hiccup—burp.
One day a year do all of these,
The rest of the days—be quiet please.

The Wind – Lilian Moore

(choral reading w/ sounds)



When the wind blows
The quiet things speak.
Some whisper, some clang,
Some creak.

Grasses swish
Tree tops sigh
Flags slap
And snap at the sky.

Wires on poles
Whistle and hum.
Trash cans roll.
Windows drum.

When the wind goes--
Suddenly
then,
the quiet things
are quiet again.

Radio Drama Assignment

1. Each table group will create and record a 3-minute radio play.
2. Select one story written for the last assignment from among the group.
3. Divide the following duties for production.
 - a. Writer (1): Rewrite and extend the story into a script that includes at least three characters. Type the script in a format based on the attached example.
 - b. Sound Editor (2): Determine what sound effects you will need and how they will be produced.
 - c. Music Editor (1): Determine the music you will use as background and when it will play.
4. Divide the following roles for recording.
 - a. Actors
 - b. Sound effects
 - c. Music
 - d. Recording

You will have class time today to make initial decisions. Rehearsal, recording, and presentation will occur in our next class.

Sounds must be as realistic as possible. Do not attempt to make sounds verbally (exception: wind) or by simply finding a recording. Physically produce sounds as part of the play. You will need to experiment with different ways to create sounds. Record them first to see if they work. See <http://www.epicsound.com/sfx/> for ideas.

Like the old radio plays, these will probably seem “campy” to us, but we want to produce them a serious dramas.

You can record your show (& perhaps play background music) on a smartphone, laptop, or Vocaroo.com.

Email final recording & script to pmh3@calvin.edu

	4	3	2	1
Sound Effects	Sound effects are very realistic, are an essential part of the play, and make a major contribution to the overall quality of the play.	Sound effects are somewhat realistic, are an important part of the play, and make some contribution to the overall quality of the play.	Some sound effects are used but are not an important part of the play. They may be recognizable. They contribute very little to the overall quality of the play.	Little to no sound effects are used. They do not contribute to the overall quality of the play. They are not recognizable.
Music	Music is placed in strategic parts of the play and adds perfectly to the overall drama. Music is not overdone.	Music is placed in strategic parts of the play and adds to the drama. Music may or may not be slightly too much.	Music is placed in very few strategic parts of the play and adds some/ very little to the drama. Music may or may not be slightly too much (too much emphasis on the music) and may not be the right choice for the drama.	Music not placed in strategic parts of the play or music takes over the play or music not added. Music may not be the right choice for the drama.
Script	<p>Story line has a definite plot with a well-defined beginning, middle, and end.</p> <p>Characters are fully integrated into the story. The plot holds the attention of the audience throughout the play.</p>	<p>Story line has an identifiable plot with a recognizable beginning, middle, and end. Characters are somewhat integrated into the story. The plot holds the attention of the audience most of the time.</p>	<p>The plot of the story line was attempted but the beginning, middle, and end were not consistently recognizable. Characters are integrated very little into the story. The plot holds the attention of the audience some of the time.</p>	<p>The plot of the story line is not easily identified. Integration of characters into the story is not present. The plot does not hold the attention of the audience.</p>
Radio Play Performance	<p>Play was very entertaining and held the attention of the audience throughout the performance. Few to no errors were made in the performance of the script. Sound effects were well integrated. Transitions between segments were smooth.</p>	<p>Play was entertaining and held the attention of the audience during most of the performance. Some minor errors were made in the performance of the script. Sound effects were somewhat integrated. Transitions between segments had little hesitation.</p>	<p>Play was moderately entertaining and held the attention of the audience during some of the performance. Some major errors were made in the performance of the script. Integration of sound effects was attempted but did not always achieve success. Transitions between segments were choppy.</p>	<p>Play was not very entertaining and did not hold the attention of the audience during the performance. Many major errors were made in the performance of the script. Integration of sound effects was poor. Transitions between segments were poor.</p>

Score _____/16