Book Title:

El Deafo by Cece Bell

# Grade Band:

Middle School

# Topics/Themes:

* Deaf Culture
* ASL
* Auto-Biography
* Overcoming challenges
* Communication
* Integrity

# Potential Ohio State Standards (ELA):

## Reading Literature

* RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* RL.5.2 Analyze literary text development. a. 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. b. Summarize the text, incorporating a theme determined from details in the text.
* RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
* RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
* RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.
* 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.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Writing

* W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
* W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
* 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.
* W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
* W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# Expanded Core Curriculum Standards:

## Audiology

* Understanding Hearing Loss
	+ Aware of needs related to hearing loss

## Family Education

* Understanding Hearing Loss
	+ Parent understands the effect of hearing loss on living and learning

## Functional Skills for Educational Success

* Concept Development
	+ Uses features of a book to aid comprehension of a reading passage (titles, pictures, and context clues)

## Self Determination and Advocacy

* Self Determination
	+ Understanding of individual and others unique differences

## Social Emotional Skills

* Self-Awareness
	+ Identifies self as hard of hearing or deaf
* Social Awareness
	+ Identifies verbal, physical and situational cues that indicate how others may feel
	+ Predicts how others feel based on facial expressions and body language
* Social Interaction (Including Conversational Skills)
	+ Recognizes communication breakdown
* Conflict Resolution
	+ Demonstrates how to work effectively with others who are different from self

# Reflection Questions:

* Before Reading
	+ What makes reading a graphic novel different from reading a traditional narrative?
		- What text features may be helpful for our comprehension?
		- What could pose a challenge?
	+ Imagine becoming deaf when you were in kindergarten. What might you be feeling as you navigate a new normal? What are some ways you could adapt your life to accommodate for limited hearing?
* During Reading
	+ How did Cece first feel about losing her hearing?
		- How did these feelings change throughout the text?
			* What caused those feelings to change throughout the text?
	+ How does Cece use technology to navigate her world?
	+ When does Cece feel the most included in activities with her family and friends?
		- When does Cece feel the most isolated in activities with her family and friends?
	+ What is special about Martha and Cece’s friendship?
		- Reflect on one of your friendships—what is special about that relationship?
	+ How does Cece feel about the Phonic Ear? How do these feelings change throughout the text?
* After Reading
	+ What is something that is unique about you that could be your superpower?
	+ How can your words and actions influence the way your friends feel about themselves and their unique qualities?
	+ Compare and contrast Cece and El Deafo.
		- Do you ever feel like you have an alter ego? What is the same and what is different between you and your alter ego?

Connected Activities:

* Identify the theme of the story and how that theme can connect to students’ lives
	+ [Graphic Organizer to support learning](https://ocaliorg-my.sharepoint.com/%3Ab%3A/g/personal/angelica_gagliardi_ocali_org/Ec_dlST7soZAqGBrHJvZFJABq1GHwDDUQM2rdmj0G-ZM-Q?e=7Wxb5e)
* Writing prompt suggestions:
	+ Think about a time when you wish you could be braver, more confident, or react to a situation differently. Create an alter ego that would navigate that time differently. How are you and your alter ego the same? How are you different? What can you learn from your alter ego and what can they learn from you?

# Connected Texts (To Use in Unit Planning):

* Other graphic novels to pair with *El Deafo*
	+ [Cici’s Journal: The Adventures of a Writer-in-Training by Joris Chamblain](https://www.amazon.com/Cicis-Journal-Adventures-Writer-Training/dp/162672248X)
	+ [Coraline: The Graphic Novel by Neil Gaiman](https://www.amazon.com/Coraline-Graphic-Novel-Neil-Gaiman/dp/0060825456?dchild=1&keywords=Coraline&qid=1617783404&s=books&sr=1-5&tag=afomaumesi-20&linkId=9443815b5f4f6d714a27a109527621a6&ref_=as_li_ss_tl&geniuslink=true)
	+ [Piece by Piece: The Story of Nisrin’s Hijab by Priya Huq](https://www.amazon.com/Piece-Story-Nisrins-Hijab-ebook/dp/B08WJW6CY8?dchild=1&keywords=Piece%20by%20Piece:%20The%20Story%20of%20Nisrin%27s%20Hijab&qid=1617855616&sr=8-1&tag=afomaumesi-20&linkId=f83bd94c8c3ac9ffc996440c27d4aea8&ref_=as_li_ss_tl&geniuslink=true)
	+ [New Kid by Jerry Craft](https://www.amazon.com/New-Kid-Jerry-Craft/dp/0062691198?dchild=1&keywords=New%20Kid&qid=1617783960&s=books&sr=1-1&tag=afomaumesi-20&linkId=42f0c48a10abae4325e5f109d23dd8fc&ref_=as_li_ss_tl&geniuslink=true)

# Helpful Resources:

* [Expanded Core Curriculum for Deaf and Hard of Hearing Learners](https://educateiowa.gov/sites/default/files/documents/Expanded%20Core%20Curriculum%20%28ECC%29%20for%20Students%20Who%20Are%20Deaf%20or%20Hard%20of%20Hearing%20%28DHH%29.pdf)
* [Learning American Sign Language—National Association of the Deaf](https://www.nad.org/resources/american-sign-language/learning-american-sign-language/)
	+ Includes a list of apps you can encourage your students to explore to learn some basic ASL
* [Apple TV’s Animated Series El Deafo](https://tv.apple.com/us/show/el-deafo/umc.cmc.775eomzc9ljfk7bop9shbu7m0?ctx_brand=tvs.sbd.4000&itscg=MC_20000&itsct=atvp_brand_omd&mttn3pid=Google%20AdWords&mttnagencyid=a5e&mttncc=US&mttnsiteid=143238&mttnsubad=OUS2019938_1-662863191279-c&mttnsubkw=134368212404__4HeQMTBv_&mttnsubplmnt=&plb=true)
* [El Deafo Resources on Teachers Pay Teachers](https://www.teacherspayteachers.com/browse?search=el%20deafo)