

vPart II: Unit Development

Unit 2: Inspired by True Stories: The Artist's Eye	Duration: 20 days
Unit Overview: This unit focuses on the qualities that allow people to excel in the arts. Students will read biographies of a variety of different artists, including musicians. The biographical and autobiographical works in this unit use a variety of techniques to talk not only about the artist's life but also about the process these artists followed to create the artwork or music, for which they are remembered. Students will also study poetry from the artist's perspective and how poetry as an art form tells us not only about the author, but how that author sees the world.	Task Titles: How I Express Myself Expressive Poetry
Coherence: How does this unit build on and connect to prior knowledge and learning? In third grade, students have engaged in Scholastic Comprehension Clubs and studied memoirs and biographies about sports stars. They examined how the subject's personality and accomplishments are revealed through the description in the text and dialogue contained in these books. Students studied point of view and first/third person narration in the previous Comprehension Club unit - point of view will be explored as a difference between autobiography and biography. Students have also written informational and opinion pieces and are familiar with the different types of text structures authors can use to tell us about people, places, things, and events.	
Essential Questions: <ol style="list-style-type: none">1. How do artists help people see the world in a different way?2. How does who I am influence the art I produce and help people see the world in a different way?	Enduring Understanding: We all have unique ways of seeing the world: Through their different skills and talents, artists can lead us to new understandings about the world. Their artistic creations can be thought-provoking, showing us a different side of things we may not have realized was there. Art can inspire us, move us, motivate us, and educate us. We all have gifts that we bring to our classroom, our community, our friends - our world. Artists can express their gifts in many different ways, but who an artist is as a person shines through. We can learn a lot about an artist by examining their work and understanding an artist's purpose. Our personalities, actions, decisions, choices, likes, dislikes - these all influence the art we produce, the person we are, and the person we want to become. Some artists express these things through art, pictures, film, music, photography, writing, etc. Whatever the medium, what we put out into the world reflects who we are, and what we believe. It also helps people understand how we see the world and why our perspective matters. We All Have Gifts: We all have gifts that we bring to our classroom, our community, our friends - our world. We can express our gifts in many different ways, but who we are shines through our gifts. Our personalities, actions, decisions, choices, likes, dislikes - these all influence the person we are and the person we want to become. Some people express these things through art, pictures, film, music,

photography, writing, etc. Whatever the medium, what we put out into the world reflects who we are, and lets other people know us just a little bit better. It also helps people understand how we see the world and why our perspective matters.

What Students Will Know:

- Creativity can take many forms (writing, art, music, quilts, etc.)
- Authors write for specific purposes
- Authors select their subject matter for specific purposes
- What makes a person an artist
- Different authors use different structures to tell their stories
- Word choice matters
- Different strategies to uncover the meaning of a word
- Different reading strategies to support accuracy and comprehension

What students will do:

- Cite evidence from literature to support their ideas and make salient points
- Read closely and notice words that contribute to the author's meaning and purpose
- Explain how biographies differ from other genres like fiction
- Make inferences about an artist's meaning (including authors)
- Analyze an author's (artist's) word choice
- Collaborate with peers when engaged in discussion about literature or nonfiction
- Present ideas clearly and logically
- Gather information from relevant sources in order to create an original work
- Read with sufficient accuracy and fluency to support comprehension
- Write a biographical work about themselves
- Write a critique (opinion) about an artist's work they have studied.

Unit-Specific Vocabulary

abstract
collages
geometrically
optical
observation
perspective
sensory
crude
improvise
romp
suite
accomplishments
colloquial
innovative
imaginary
microscope
torso
adversity
chronic
folk art
appreciated
originated
portraits
prejudice
exploration
interpret
liberated
ambush
camouflaged
dribbles
miniature

Book Club
Vocabulary

amateur
ancient
easel
adversity
consciousness
controversy
burst out
crumpled
sneered
appreciation
criticism
discouraged
billiards
classical
masterpieces
antagonize
dominating
prodigy
hoisting
possession
skyscraper
inspiration
observations
optimistic

Academic
Vocabulary
Infer
Text structure
Autobiography
Biography
Genre
Style
Author's
purpose
Main idea
dedication
observant
perception

		nozzles Predators
Task 1 Vocabulary Read-Aloud Vocabulary abstract collages geometrically optical observation perspective sensory crude improvise romp suite accomplishments colloquial innovative imaginary microscope torso adversity chronic folk art appreciated originated portraits prejudice exploration interpret	liberated ambush camouflaged dribbles miniature nozzles predators dedication observant perception Author's purpose Main idea Book Club Vocabulary amateur ancient easel adversity consciousness controversy burst out crumpled sneered appreciation criticism discouraged billiards classical masterpieces antagonize dominating prodigy hoisting possession skyscraper inspiration observations optimistic Academic Vocabulary Infer Text structure Autobiography Biography genre Style	Task 2 Vocabulary Metaphor Tone Hyperbole Imagery Word choice Simile Mood Personification Repetition Rhythm Rhyme Stanza From Poetry: disappear composition collards snatch canaries exotic migrate translate barren deferred fester Democracy compromise
Entry Level Assessment and Connection to Unit:	Unit Materials, Resources and Technology: <u>An Eye for Color</u> by Natasha Wing <u>Duke Ellington</u> by Andrea Davis Pinkney	

Getting Started serves as the entry point for students into the tasks.

Frida by Jonah Winter
Faith Ringgold by Mike Venezia
A Splash of Red by Jen Bryant
Trees of the Dancing Goats by Patricia Polacco
Frida Kahlo by Mike Venezia
Ish by Peter H. Reynolds
Wolfgang Amadeus Mozart by Mike Venezia
Tar Beach by Faith Ringgold
Esquivel! Space-Age Sound Artist by Susan Wood
Meet the Disney Brothers: A Unique Biography about Walt Disney by Aaron Goldberg
Antsy Ansel: Ansel Adams, a Life in Nature by Cindy Jenson-Elliott
Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist by Julie Leung
Jacqueline Woodson poems:
"Reading"
"how to listen #7"
"on paper"
From Each Kindness
"Commercial Break"
Francisco X. Alarcón poems:
"Ode to My Shoes"
"A Blank White Page"
"Words are Birds"
"Roots"
Langston Hughes poems:
"Dreams"
"Dream Variations"
"Dream Deferred"
"Democracy"

Opportunities for Interdisciplinary Connections:

This is an integrated course where Social Studies and English/Language Arts are taught coherently.
The overarching themes for K-6 are:

1. **Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of

others - affect me, where I live, and how I live?

2. **Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

1. **Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.

2. **We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."

3. **The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

Links to Naugatuck Public Schools Website:

- [Humanities](#)
- [Guided Reading](#)
- [Reading](#)
- [Competencies](#)

Planning Ideas:

Note: Humanities Centers are not intended to replace literacy stations or guided reading groups. These centers are created to assist in the humanities block to deepen students' understanding and give students additional learning experiences. When applicable, centers may be conducted as additional centers during literacy stations, but not in a way to replace word study, phonics, reading groups, etc.

Everyday:

Words Their Way and Oral Language Development. This includes "learning to read" space for children.

During the Week:

- Reader's Workshop
- Guided Reading
- Writer's Workshop - with writer's notebooks

Conferring during Independent Reading:

Conferring one-on-one with students about what they are reading serves both instructional and

accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, “How’s it going?” “What are you learning?” and “What are you figuring out as a reader?”

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

- Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)
- Asking a student to talk about what is happening in that excerpt, stating simply: “Tell me more!”
- Helping students use “fix-up” strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)
- Asking students what they like/don’t like about a book and why (push them to cite evidence!)
- Suggesting titles that the student might find interesting and appropriate

Part III: Task Development and Associated Task

Unit 2: Task 1	Task Name: How I Express Myself	Duration: 10 days
<p>Task Description: Students will explore different artists, and different author's ways of communicating about them. They will explore art, music, photography, writing and other forms of art and the artists who created them. They will explore text structure, biographies, and autobiographies, making evidence-based inferences about meaning, and informational and opinion writing about art and artists' styles.</p>		
<p>Competencies Addressed: ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.3: I can write narratives to develop real or imagined experiences or events. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources. ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words. ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension. SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.</p>	<p>Essential Questions: How do artists help people see the world in a different way?</p> <p>Enduring Understandings: We all have unique ways of seeing the world: Through their different skills and talents, artists can lead us to new understandings about the world. Their artistic creations can be thought-provoking, showing us a different side of things we may not have realized was there. Art can inspire us, move us, motivate us, and educate us. We all have gifts that we bring to our classroom, our community, our friends - our world. Artists can express their gifts in many different ways, but who an artist is as a person shines through. We can learn a lot about an artist by examining their work and understanding an artist's purpose. Our personalities, actions, decisions, choices, likes, dislikes - these all influence the art we produce, the person we are, and the person we want to become. Some artists express these things through art, pictures, film, music, photography, writing, etc. Whatever the medium, what we put out into the world reflects who we are, and what we believe. It also helps people understand how we see the world and why our perspective matters.</p>	

<p>In this Task, students will know:</p> <ul style="list-style-type: none"> • Creativity can take many forms (writing, art, music, quilts, etc.) • Authors write for specific purposes • Authors select their subject matter for specific purposes • What makes a person an artist • Different authors use different structures to tell their stories • Word choice matters • Different strategies to uncover the meaning of a word • Different reading strategies to support accuracy and comprehension 	<p>Task Vocabulary:</p> <p>Read-Aloud Vocabulary</p> <p>abstract collages geometrically optical observation perspective sensory crude improvise romp suite accomplishments colloquial innovative imaginary microscope torso adversity chronic folk art appreciated originated portraits prejudice exploration</p> <p>interpret liberated ambush camouflaged dribbles miniature nozzles predators dedication observant perception</p> <p>Author's purpose Main idea</p> <p>Book Club Vocabulary</p> <p>amateur ancient easel adversity consciousness controversy burst out crumpled sneered appreciation</p> <p>criticism discouraged billiards classical masterpieces antagonize dominating prodigy hoisting possession skyscraper inspiration observations optimistic</p> <p>Academic Vocabulary Infer Text structure Autobiography Biography genre Style</p>
<p>In this Task, students will be able to:</p> <ul style="list-style-type: none"> • Cite evidence from literature to support their ideas and make salient points • Read closely and notice words that contribute to the author's meaning and purpose • Explain how biographies differ from other genres like fiction 	<p>Plan for Student Reflection:</p> <p>Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where</p>

- Make inferences about an artist's meaning (including authors)
- Analyze an author's (artist's) word choice
- Collaborate with peers when engaged in discussion about literature or nonfiction
- Present ideas clearly and logically
- Gather information from relevant sources in order to create an original work
- Read with sufficient accuracy and fluency to support comprehension
- Write a biographical work about themselves
- Write a critique (opinion) about an artist's work they have studied.

they would like to go next in their learning.

Plan for Teacher Reflection:

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

Part III: Task Development and Associated Task

Unit 2: Task 2	Task Name: Expressive Poetry	Duration: 10 days
Task Description: Students engage in an author study of a poet, Jacqueline Woodson, Francisco X. Alarcón, or Langston Hughes, and how the poems express their views of the world as well as who each poet was and what he or she believed. Students will examine the poems for rhythm, repetition, word choice, imagery, figurative language (simile, metaphor, alliteration, personification) and overall effectiveness in delivering the author's message about life.		
Competencies Addressed: ELA.3-5.COM.1: I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding. ELA.3-5.COM.2: I can clearly, logically and flexibly express information and my ideas to diverse audiences using a variety of media. ELA.3-5.LL.1: I can demonstrate and use knowledge of language and its conventions when writing, speaking, reading, or listening. ELA.3-5.LL.2: I can use strategies to determine the meaning of words and phrases, including figurative language, and use grade-level and domain-specific vocabulary accurately. ELA.3-5.LL.3: I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.) ELA.3-5.RCCM.1: I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related. ELA.3-5.RCCM.2: I can analyze an author's craft and a text's structure when making meaning. ELA.3-5.RCCM.3: I can use information and evidence (including media) from several texts to understand and communicate an author's intended purpose or meaning. ELA.3-5.RCCM.4: I can read and comprehend a variety of literary and informational texts with purpose and understanding. ELA.3-5.WRI.1: I can write opinion pieces, supporting a point of view with reasons and information. ELA.3-5.WRI.3: I can write narratives to develop real or imagined experiences or events. ELA.3-5.WRI.4: I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions. ELA.3-5.RES.1: I can conduct short research projects. ELA.3-5.RES.2: I can gather relevant information and use it to create original work, avoiding plagiarism	Essential Questions: How does who I am influence the art I produce and help people see the world in a different way? Enduring Understandings: We All Have Gifts: We all have gifts that we bring to our classroom, our community, our friends - our world. We can express our gifts in many different ways, but who we are shines through our gifts. Our personalities, actions, decisions, choices, likes, dislikes - these all influence the person we are and the person we want to become. Some people express these things through art, pictures, film, music, photography, writing, etc. Whatever the medium, what we put out into the world reflects who we are, and lets other people know us just a little bit better. It also helps people understand how we see the world and why our perspective matters.	

and providing a list of sources.
 ELA.3-5.FND.1: I know and apply phonics and word analysis skills in decoding words.
 ELA.3-5.FND.2: I can read with sufficient accuracy and fluency to support comprehension.
 SS 3-5.HIS.2: Explain how perspectives of a historical event or period depend on context and shape their stories.
 SS.3-5.HIS.3: Select, compare, and use different sources to learn about the past.
 SS.3-5.HIS.4: Draw conclusions about causes and effects of events in the past.

In this Task, students will know:

- Metaphor
- Tone
- Hyperbole
- Imagery
- Word choice
- Simile
- Mood
- Personification
- Repetition
- Rhythm
- Rhyme
- Stanza
- Poetry is a literary form and a way for author's to express messages about the world and themselves
- The structure of a poem influences its meaning
- Literary devices influence the meaning of a poem
- Research provides more ways to understand poetry and poets

Task Vocabulary:

- Metaphor
- Tone
- Hyperbole
- Imagery
- Word choice
- Simile
- Mood
- Personification
- Repetition
- Rhythm
- Rhyme
- Stanza

From Poetry:

- disappear
- composition
- collards
- snatch
- canaries
- exotic
- migrate
- translate
- barren
- deferred
- fester
- Democracy
- compromise

In this Task, students will be able to:

- Examine and describe different literary devices and conventions used by poets
- Analyze different literary devices for effectiveness in delivering a message or establishing a main idea
- Critique a poet's use of literary devices and their method of delivering a message through poetry
- Connect a poet's life to his or her work
- Create a poem using an author study poet as a mentor (use of appropriate literary devices)
- Annotate poetry for literary devices and meaning

Plan for Student Reflection:

Students will reflect throughout the task by journaling about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

Plan for Teacher Reflection:

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and

- Conduct research on a poet using given resources
- Examine and explain a poet's use of word choice and language
- Write an opinion piece about a poet's work
- Develop criteria for "good" poetry
- Read poetry out loud to peers
- Present their research, ideas and thinking clearly and logically
- Reflect on poems they connected with personally and why

work with grade-level peers to plan and adjust instruction.