

Marietta City Schools

District Unit Planner

Third Grade

Module Title	Artists Make Art	Unit Duration (days)	34 Days
Enduring Understanding/ Essential Question	What is an artist?		

GA DoE Standards

FOCUS STANDARDS:

Foundational Standards:

3.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

Language:

3.L.GC.2.d Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.

3.L.V.2.a Deconstruct words using common roots, root words, and affixes to determine meaning.

3.L.V.3.b Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings.

3.L.V.3.c Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

3.L.V.3.d Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.

Texts:

3.T.C.1.c: Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.

3.T.SS.1.a: Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section.

3.T.SS.1.c: Use text connectives such as although and since, to add coherence and link ideas and information.

3.T.SS.2.a: Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.

3.T.SS.2.b: Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.

3.TT.1.a: Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.

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- 3.TT.1.b: Explain how characters, setting, problem, and solution function in the plot.
- 3.TT.1.c: Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.
- 3.TT.1.e: Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.
- 3.TT.2.b: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 3.TT.2.c: Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section.
- 3.TT.4.a: Discuss and explain techniques used to present and design poetry, including rhyme scheme.
- 3.TT.4.b: Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect.
- 3.T.RA.1.a: Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.
- 3.T.RA.1.b: Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.

Practices:

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

Assessment	Elements that Support Success on EOM Task/Success Criteria
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<p>FQT1. Research the life and work of Alvin Ailey, and write a four-paragraph essay answering the following question: “What inspired Alvin Ailey?” In your essay, include a thesis statement, supporting paragraphs using selected research, and a conclusion. Type one body paragraph.</p>	<p>Build knowledge about an artist and their work. Conduct research. Organize information in a multiparagraph essay. Use technology to produce and share work. Sort evidence into categories on a graphic organizer. Use the conventions of written English.</p>
<p>FQT2. First, create an audio recording of a favorite poem by William Carlos Williams, using a visual aid to support comprehension.</p> <p>Next, write a well-constructed paragraph in response to the prompt, “How did William Carlos Williams create poetry?”</p> <p>.</p>	<p>Build content knowledge about the life and work of an important American poet. Give oral presentations. Use the conventions of spoken and written English</p>
<p>FQT3. With a partner, give a short oral presentation that identifies two character traits that helped either Marian Anderson or Jackson Pollock succeed as artists. Use information from core texts, back matter, and additional informational texts to explain how the art and work of the artist shows these traits.</p>	<p>Build background knowledge about two artists who could be the focus of the EOM task. Conduct research. Use technology to interact and collaborate.</p>
<p>NR1. Read “Willow Poem,” by William Carlos Williams, and answer a series of multiple-choice questions and two short-response questions about nonliteral language and how specific lines of the poem build on earlier lines.</p>	<p>The task requires students to analyze the unique features of an artist’s work. Students write a short paragraph.</p>
<p>2. Read an article from Muse Magazine about an art historian with a theory about Jackson Pollock’s Mural, and complete short-answer comprehension questions, including questions about text structure. Craft a short response to the article.</p>	<p>Students build their background knowledge of Jackson Pollock and his art.</p>

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<p>Research the life and work of Alvin Ailey, William Carlos Williams, Jackson Pollock, or Marian Anderson, and then write a multiparagraph essay answering the following question: “Why is the artist important?” Begin each paragraph with a topic sentence, and develop your explanation with details and evidence from multiple texts. Include a thesis statement, connect your ideas with linking words, and include a closing sentence in each paragraph.</p>	<p>Select an artist from the module. Identify important facts and details that explain the artist’s significance. Identify unique elements of the artist’s work. Include a thesis statement. Group related information together. Develop the topic with facts, definitions, and illustrations about the artist and their work, using information from core texts, the back matter of the core texts, primary sources, and class notes. Use linking words and phrases to connect ideas. Use words and phrases for effect. Provide a conclusion. Produce writing in which the development and organization are appropriate to task and purpose. Use evidence from multiple sources to develop ideas.</p>
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*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: What inspires artists?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	<i>Emma’s Rug</i> , Allen Say	Organize What happens in <i>Emma’s Rug</i> ?	Examine Why is it important to use technology to take notes?	Use text and illustrations to complete a story map that organizes the basic elements of <i>Emma’s Rug</i> . Use a shared digital organizer to take notes collaboratively, using provided categories. Make a real-life connection between <i>inspiration</i> and its use.
2 QS	<i>Emma’s Rug</i> , Allen Say	Reveal What does a deeper exploration of inspiration reveal in <i>Emma’s Rug</i> ?	Examine Why is a thesis statement important?	Identify a source of inspiration for Emma, and provide evidence based on the text and illustrations to support your response. Analyze the parts of a model thesis statement. Use a dictionary to determine the precise meaning of unknown words.
3	<i>Emma’s Rug</i> , Allen Say	Distill	Experiment	Participate in a Socratic Seminar discussing which of two illustrations better supports a central message in <i>Emma’s Rug</i> .

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		<p>What is a central message in <i>Emma's Rug</i>?</p>	<p>How does a thesis statement work?</p> <p>Examine</p> <p>Why is it important to distinguish between conventions of spoken and written English?</p> <p>Experiment</p> <p>How do I distinguish between conventions of spoken and written English?</p>	<p>Identify the elements of a thesis statement.</p> <p>Examine differences between conventions for spoken and written English.</p> <p>Experiment with distinguishing between conventions of spoken and written English.</p>
4	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p>Excerpts from <i>Revelations</i>, Alvin Ailey</p> <p>“Andrea Davis Pinkney & Brian Pinkney: 2013 National Book Festival”</p>	<p>Wonder</p> <p>What do I notice and wonder about <i>Alvin Ailey</i>?</p>	<p>Examine</p> <p>Why is research important?</p>	<p>Record and categorize one detail and one question about <i>Alvin Ailey</i>.</p> <p>Use research to plan an explanatory essay that includes a thesis statement.</p> <p>Use the known root <i>graph</i> to determine the precise meaning of <i>choreography</i>, and clarify with a dictionary.</p>
5 QS	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p>Excerpts from <i>Revelations</i>, Alvin Ailey</p> <p>Excerpt of Scholastic transcript with Andrea Davis Pinkney</p>	<p>Organize</p> <p>What happens in <i>Alvin Ailey</i>?</p>	<p>Execute</p> <p>How do I distinguish between conventions of spoken and written English to communicate effectively?</p> <p>Experiment</p> <p>How does research work?</p>	<p>Prepare and assess a short group presentation about the logical connection between paragraphs in <i>Alvin Ailey</i>, noting one way the oral presentation used conventions for spoken English effectively.</p> <p>Use time-order words to sequence events in <i>Alvin Ailey</i>, and explain Alvin Ailey’s sources of inspiration and influence in the correct sequence.</p> <p>Research and plan for an explanatory essay.</p> <p>Elaborate on the meaning of <i>revelation</i> through context clues, and clarify precise meaning with a dictionary.</p>

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	<p>“Working as a Team on Children’s Books,” Roberta Hershenson</p> <p>“Brian Pinkney,” National Center for Children’s Illustrated Literature</p>			
6 FQT1 QS	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p>Excerpt from 1988 interview with Alvin Ailey</p>	<p>Reveal</p> <p>What does a deeper exploration of word choice reveal in <i>Alvin Ailey</i>?</p>	<p>Execute</p> <p>How do I use research in explanatory writing?</p>	<p>Explain how nonliteral language and word choices develop an understanding of the biography’s subject.</p> <p>Research Alvin Ailey in preparation for writing an explanatory essay. Use a known prefix and sentence-level context as clues to determine the meaning of the word <i>rehearsed</i>, and clarify precise meaning with a dictionary.</p>
7	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p>Excerpt from 1988 interview with Alvin Ailey</p> <p>“Celebrating <i>Revelations</i> at 50 Film,” Alvin Ailey</p> <p>Excerpts of <i>Revelations</i>, Alvin Ailey</p>	<p>Distill</p> <p>What is the essential meaning of <i>Alvin Ailey</i>?</p>	<p>Execute</p> <p>How do I distinguish between the conventions of spoken and written English in an oral presentation?</p> <p>Execute</p> <p>How do I use research in explanatory writing?</p> <p>Examine</p> <p>Why are comparative and superlative adjectives important?</p>	<p>Determine the essential meaning of <i>Alvin Ailey</i>.</p> <p>Give a short group presentation, using complete sentences, to share ideas about the essential meaning of <i>Alvin Ailey</i>, distinguishing between conventions of spoken and written English.</p> <p>Research Alvin Ailey in preparation for writing an explanatory essay. Distinguish between comparative and superlative adjectives.</p>
8	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p><i>Emma’s Rug</i>, Allen Say</p>	<p>Know</p> <p>How do <i>Alvin Ailey</i> and <i>Emma’s Rug</i> build my knowledge?</p>	<p>Execute</p>	<p>Plan a written response to an explanatory prompt.</p> <p>Draft an explanatory essay.</p> <p>Use comparative and superlative adjectives in nonliteral language.</p>

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			<p>How do I use a thesis statement and research in an explanatory essay?</p> <p>Experiment</p> <p>How do comparative and superlative adjectives work?</p>	
9	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p><i>Emma's Rug</i>, Allen Say</p>	<p>Know</p> <p>How do <i>Alvin Ailey</i> and <i>Emma's Rug</i> build my knowledge?</p>	<p>Excel</p> <p>How do I improve an explanatory essay?</p> <p>Examine</p> <p>Why is it important to revise writing for spelling?</p>	<p>Edit and revise writing based on feedback from a peer reviewer.</p> <p>Peer-evaluate and revise a multiparagraph essay for correct rules for spelling.</p>

Focusing Question 2: How do artists make art?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
10 QS	<p><i>I Saw the Figure 5 in Gold</i>, Charles Demuth</p> <p><i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant</p>	<p>Wonder</p> <p>What do I notice and wonder about <i>A River of Words</i>?</p>	<p>Examine</p> <p>Why is choosing words and phrases for effect important?</p> <p>Experiment</p> <p>How do irregular forms of comparative and superlative adjectives work?</p>	<p>Notice and wonder about a text, and categorize observations and questions.</p> <p>Analyze how an author chooses words and phrases for effect.</p> <p>Experiment with comparative and superlative forms of irregular adjectives.</p>

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11	<i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant	Wonder What do I notice and wonder about William Carlos Williams's poetry?	Experiment How does choosing words and phrases for effect work?	Identify characteristics of William Carlos Williams's poetry, and generate questions about his work. Choose words and phrases for effect. Use a glossary or beginning dictionary to clarify the precise meaning of explore.
12 QS	"The Great Figure," William Carlos Williams <i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant	Reveal What does a deeper exploration of poetic elements reveal about William Carlos Williams's poetry?	Experiment How does choosing words and phrases for effect work? Examine Why are comparative and superlative adverbs important?	Explain how specific lines in "The Great Figure" build on earlier lines in the poem. Write an original poem that uses sensory language and line breaks. Distinguish between comparative and superlative adverbs.
13 QS	<i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant <i>I Saw the Figure 5 in Gold</i> , Charles Demuth	Organize What happens in <i>A River of Words</i> and <i>I Saw the Figure 5 in Gold</i> ?	Execute How do I use words and phrases for effect in explanatory writing? Excel How do I improve my explanatory paragraph by using words for effect?	Choose words and phrases for effect in explanatory writing. Explain logical connections between particular sentences or paragraphs in <i>A River of Words</i> . Peer-evaluate paragraphs and revise for using words for effect.
14	<i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant <i>I Saw the Figure 5 in Gold</i> , Charles Demuth	Reveal What does a deeper exploration of two paintings reveal about an artist's style?	Examine Why is using visuals in an oral presentation important? Execute	Explain how visual aids enhance details of a poem read aloud. Compare two paintings by the same artist. Form and use comparative and superlative adjectives in writing.

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	<p><i>My Egypt</i>, Charles Demuth</p> <p>Video of William Carlos Williams, Optic Nerve</p> <p><i>M45: The Pleiades Star Cluster</i>, Antonio Fernandez-Sanchez</p>		<p>How do I use comparative and superlative adjectives in writing?</p>	
15	<p><i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant</p> <p><i>I Saw the Figure 5 in Gold</i>, Charles Demuth</p>	<p>Reveal</p> <p>What does a deeper exploration of illustrations reveal about the text?</p>	<p>Experiment</p> <p>How does using visuals in an oral presentation work?</p>	<p>Identify how details of an illustration support the meaning of a text. Use visuals to emphasize details in an oral presentation. Use a glossary or beginning dictionary to clarify the precise meaning of ordinary.</p>
16 SS FQT2	<p><i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant</p>	<p>Distill</p> <p>What is the essential meaning of <i>A River of Words</i>?</p>	<p>Excel</p> <p>How do I improve at noticing and using conventions of spoken and written English?</p> <p>Execute</p> <p>How do I use visuals to emphasize or enhance details in an oral presentation?</p>	<p>Identify an essential meaning in <i>A River of Words</i>. Use textual evidence to examine William Carlos Williams’s dual roles of doctor and poet. Create visuals to emphasize details in an oral presentation. Use a glossary or beginning dictionary to clarify the meaning of quarreling.</p>
17 NR1	<p>“Willow Poem,” William Carlos Williams</p> <p><i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant</p> <p><i>I Saw the Figure 5 in Gold</i>, Charles Demuth</p>	<p>Distill</p> <p>What is the central message in a poem by William Carlos Williams?</p>	<p>Excel</p> <p>How do I improve a recording of a poem?</p>	<p>Analyze a new poem by William Carlos Williams.</p> <p>Create engaging recordings of poems focusing on fluid reading at an understandable pace.</p> <p>Identify a central message of a poem Review and practice vocabulary words from the Assessed Vocabulary list.</p>

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18 VOC1	<i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant	Know How do <i>A River of Words</i> , the poems of William Carlos Williams, and the paintings of Charles Demuth build my knowledge?	Execute How do I create an engaging recording of a poem with a visual display?	Create an engaging recording of a poem, and use visuals to emphasize or enhance certain details. Demonstrate acquisition of academic and content vocabulary from module word list.
19	<i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant	Know How do <i>A River of Words</i> , the poems of William Carlos Williams, and the paintings of Charles Demuth build my knowledge?	Execute How do I choose words and phrases for effect in explanatory writing? Excel How do I improve using words and phrases for effect in explanatory writing? Experiment How do spelling patterns work in writing?	Plan and write a response to an explanatory prompt. Edit and revise writing based on peer feedback. Analyze and demonstrate knowledge of rules for spelling.

Focusing Question 3: What are some character traits of artists?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
20 QS	<i>Number 1, 1950 (Lavender Mist)</i> , Jackson Pollock <i>Action Jackson</i> , Jan Greenberg and Sandra Jordan	Wonder What do I notice and wonder about <i>Action Jackson</i> ?	Examine Why is note-taking important when researching?	Notice and wonder about an informational text, and categorize observations and questions. Analyze the importance of gathering information from print sources and sorting the information into categories. Use a dictionary to clarify the definition of action.

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21	<p><i>Number 1, 1950 (Lavender Mist)</i>, Jackson Pollock</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p>	<p>Organize</p> <p>What happens in <i>Action Jackson</i>?</p>	<p>Experiment</p> <p>How does note-taking work?</p>	<p>Notice the use of sequence to organize information in Action Jackson. (RI.3.3)</p> <p>Determine if information is relevant to a topic.</p> <p>Determine the meaning of extraordinary when adding a known prefix to a known root word, and clarify with a dictionary.</p>
22 QS	<p><i>Number 11, 1952 (Blue Poles)</i>, Jackson Pollock</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p> <p>Video of Christine Dixon discussing <i>Blue Poles</i></p>	<p>Reveal</p> <p>What does a deeper exploration of Jackson Pollock's own words reveal about the artist?</p>	<p>Execute</p> <p>How do I take notes when I research?</p>	<p>Determine what Jackson Pollock's own words within the text reveal about him.</p> <p>Determine whether information is relevant to research, and take notes.</p> <p>Identify real-life connections for improvise with a Frayer Model, and clarify precise meaning with a dictionary.</p>
23 QS	<p><i>Jackson Pollock 51</i>, Hans Namuth</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p>	<p>Distill</p> <p>What is the essential meaning of <i>Action Jackson</i>?</p>	<p>Examine</p> <p>Why is evaluating digital sources important?</p>	<p>Analyze how the logical connection between two sentences in Action Jackson contributes to an essential meaning of the text.</p> <p>Analyze the importance of evaluating digital sources.</p> <p>Analyze and use words with the morpheme mot.</p>
24 NR2	<p><i>Mural</i>, Jackson Pollock</p> <p><i>Number 11, 1952 (Blue Poles)</i>, Jackson Pollock</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p> <p><i>Number 1, 1950 (Lavender Mist)</i>, Jackson Pollock</p> <p>"A Signature Work," <i>Muse Magazine</i></p>	<p>Distill</p> <p>What is the essential meaning of a short article?</p>	<p>Execute</p> <p>How do I report on a topic using appropriate facts and relevant details?</p> <p>Experiment</p> <p>How do comparative and superlative adverbs work?</p>	<p>Describe the logical connection between particular sentences and paragraphs in a text.</p> <p>Experiment with comparative and superlative adverbs.</p>

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	<i>Jackson Pollock 51</i> , Hans Namuth			
25	<i>Number 11, 1952 (Blue Poles)</i> , Jackson Pollock <i>Action Jackson</i> , Jan Greenberg and Sandra Jordan <i>Number 1, 1950 (Lavender Mist)</i> , Jackson Pollock	Knowledge How do <i>Blue Poles</i> , <i>Number 1, 1950 (Lavender Mist)</i> , and <i>Action Jackson</i> build my knowledge?	Experiment How does evaluating digital sources work?	Identify new ideas and information from sources. Evaluate digital sources. Distinguish shades of meaning among the word rebellious and its synonyms.
26	<i>When Marian Sang: The True Recital of Marian Anderson</i> , Pam Muñoz Ryan “Marian Anderson—Sometimes I Feel Like a Motherless Child”	Wonder What do I notice and wonder about <i>When Marian Sang</i> ?	Execute How do I evaluate digital sources to research a topic? Execute How do I use comparative and superlative adjectives and adverbs in writing?	Use technology to share observations and questions about <i>When Marian Sang</i> . Evaluate digital sources. Form and use comparative and superlative adjectives and adverbs in writing.
27 QS	<i>When Marian Sang: The True Recital of Marian Anderson</i> , Pam Muñoz Ryan	Organize What happens in <i>When Marian Sang</i> ?	Execute How do I take notes when I research?	Analyze how the organization of the text contributes to its meaning. Determine whether information is relevant to research, and take notes. Identify real-life connections between words and their uses.
28 FQT3	<i>When Marian Sang: The True Recital of Marian Anderson</i> , Pam Muñoz Ryan “Marian Anderson Sings at Lincoln Memorial”	Distill What is the essential meaning of <i>When Marian Sang</i> ?	Execute How do I use print and digital resources to research a topic?	Use textual evidence to explain an essential meaning in <i>When Marian Sang</i> . Gather information from print and digital sources and take notes to build knowledge about a topic. Identify real-life connections between words and their use.

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	Photograph of Marian Anderson singing in front of the Lincoln Memorial			
29 SS	<i>Action Jackson</i> , Jan Greenberg and Sandra Jordan <i>When Marian Sang: The True Recital of Marian Anderson</i> , Pam Muñoz Ryan	Know How do <i>Action Jackson</i> and <i>When Marian Sang</i> build my knowledge about important character traits?	Execute How do I use research to plan an oral presentation? Execute How do I use irregular comparative and superlative adjectives and adverbs in writing?	Use speaking and listening skills to express and support ideas in a Socratic Seminar. Use research to plan an oral presentation. Form and use irregular comparative and superlative adjectives and adverbs in writing.
30	<i>Action Jackson</i> , Jan Greenberg and Sandra Jordan <i>When Marian Sang: The True Recital of Marian Anderson</i> , Pam Muñoz Ryan	Know How do <i>Action Jackson</i> and <i>When Marian Sang</i> build my knowledge about important character traits?	Excel How do I improve an oral presentation? Execute How do I use spelling patterns in writing?	Rehearse an oral presentation. Deliver an oral presentation. Demonstrate knowledge of the rules for spelling.

Focusing Question 4: What is an artist?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
31 EOM	<i>Alvin Ailey</i> , Andrea Davis Pinkney <i>A River of Words: The Story of William Carlos Williams</i> , Jen Bryant	Know How do the module texts build my knowledge about what an artist is?	Execute How do I use research in explanatory writing?	Research an artist to prepare for writing an explanatory essay. Review and practice vocabulary words from Assessed Vocabulary list.

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	<p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p> <p><i>When Marian Sang: The True Recital of Marian Anderson</i>, Pam Muñoz Ryan</p>			
32 VOC2	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p><i>A River of Words: The Story of William Carlos Williams</i>, Jen Bryant</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p> <p><i>When Marian Sang: The True Recital of Marian Anderson</i>, Pam Muñoz Ryan</p>	<p>Know</p> <p>How do the module texts build my knowledge about what an artist is?</p>	<p>Execute</p> <p>How do I use research in explanatory writing?</p>	<p>Plan a written response to an explanatory prompt. Demonstrate acquisition of academic and content vocabulary from module word list.</p>
33	<p><i>Alvin Ailey</i>, Andrea Davis Pinkney</p> <p><i>A River of Words</i>, Jen Bryant</p> <p><i>Action Jackson</i>, Jan Greenberg and Sandra Jordan</p> <p><i>When Marian Sang: The True Recital of Marian Anderson</i>, Pam Muñoz Ryan</p>	<p>Know</p> <p>How do the module texts build my knowledge about what it means to be an artist?</p>	<p>Excel</p> <p>How do I improve an explanatory essay?</p> <p>Excel</p> <p>How do I improve my writing through revision?</p>	<p>Synthesize research notes to write EOM Task explanatory essay.</p> <p>Edit and revise writing based on feedback from a peer reviewer.</p> <p>Peer-evaluate and revise an essay for spelling, grammar, and style. Edit and revise writing based on feedback from a peer reviewer.</p>

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Focusing Question 5: What is the story of the year?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
34	<p>All Module 1–4 Core Texts</p> <p><i>Under the Wave Off Kanagawa</i>, Katsushika Hokusai</p> <p><i>Starfield</i>, Vija Celmins</p> <p><i>The Statue of Liberty Enlightening the World</i>, Frederic Bartholdi</p> <p><i>Number 1, 1950 (Lavender Mist)</i>, Jackson Pollock</p>	<p>Know</p> <p>How do the texts and art we studied this year build my knowledge of exploration?</p>	<p>Execute</p> <p>How do facts and details work in a persuasive oral presentation?</p>	<p>Give a short oral presentation to demonstrate an understanding of the texts and art from one of the modules.</p> <p>Review Grade 3 vocabulary.</p>

Content Resources

CORE TEXTS

Picture Books (Informational)

- *Alvin Ailey*, Andrea Davis Pinkney
- *A River of Words: The Story of William Carlos Williams*, Jen Bryant
- *Action Jackson*, Jan Greenberg and Sandra Jordan
- *When Marian Sang: The True Recital of Marian Anderson*, Pam Muñoz Ryan

Picture Book (Literary)

- *Emma’s Rug*, Allen Say

Paintings

- *I Saw the Figure 5 in Gold*, Charles Demuth
- *My Egypt*, Charles Demuth
- *Number 1, 1950 (Lavender Mist)*, Jackson Pollock
- *Number 11, 1952 (Blue Poles)*, Jackson Pollock

SUPPLEMENTARY TEXTS

Poems

Published: _____

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

- “The Great Figure,” William Carlos Williams
 - “Willow Poem,” William Carlos Williams (Handout 17A)
- Articles
- “Brian Pinkney,” National Center for Children’s Illustrated Literature
 - “A Signature Work,” *Muse Magazine* (Handout 24A)
- Transcript
- “Andrea Davis Pinkney Interview Transcript,” *Scholastic*
- Paintings
- *Mural*, Jackson Pollock
 - *Starfield*, Vija Celmins
 - *Under the Wave off Kanagawa*, Katsushika Hokusai
 - *The Statue of Liberty Enlightening the World*, Frederic Bartholdi
- Photography
- *M45: The Pleiades Star Cluster*, Antonio Fernandez-Sanchez
 - Photograph of Marian Anderson singing in front of Lincoln Memorial
- Multimedia
- Excerpts of *Revelations*, Alvin Ailey
 - “Marian Anderson—Sometimes I Feel Like a Motherless Child”
- Websites
- “William Carlos Williams,” PennSound
 - “Christopher Columbus,” All About Explorers
 - “Jackson Pollock,” The Art Story
 - “Pollock, Jackson,” Scholastic
 - “Introducing Kids to Great Artists: Jackson Pollock,” Piikea Street
- Videos
- Excerpt from 1988 interview with Alvin Ailey
 - “Andrea Davis Pinkney & Brian Pinkney: 2013 National Book Festival,” Library of Congress
 - “Celebrating *Revelations* at 50 Film,” Alvin Ailey
 - Video of William Carlos Williams: No Ideas But in Things, Optic Nerve
 - Video of Christine Dixon discussing *Blue Poles*
 - *Jackson Pollock 51*, Hans Namuth
 - Newsreel footage of Marian Anderson’s first Lincoln Memorial performance

Published: _____

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