

GREAT MINDS®



MODULE 4  
ARTISTS MAKE ART

WIT &  
WISDOM

GRADE

3

GREAT MINDS® WIT & WISDOM

# **Grade 3 Module 4:** Artists Make Art

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*Student Edition*



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Wit & Wisdom Parent Tip Sheet

Name: \_\_\_\_\_

# Handout 1A: Emma’s Rug Story Map

**Directions:** Use this chart to organize and record notes about key details as the class discusses the story. Do not fill in the Central Message box until instructed to do so.

<b>Character(s):</b>	<b>Setting:</b>
<b>Conflict(s):</b> <i>The main problem in this part of the story is...</i>	
<b>Event Timeline: (Attempts to solve the problem)</b>  <i>First...</i>  <i>Next...</i>  <i>Then...</i>  <i>After that...</i>	



**Resolution:**

**Central Message:**

**Supporting Key Details:**

- 

-

Name: \_\_\_\_\_

# Handout 1B: Reading Log

**Directions:** Track your daily reading by recording the date, genre, title, and author, and how many pages you read.

Date	Literature (L) or Informational (I) Text	Title and Author	Pages Read



[illegible]

Name: \_\_\_\_\_

# Handout 1C: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

## *Emma's Rug* by Allen Say

All afternoon Emma sat in her empty room. It seemed somehow larger and brighter.

"No more pictures," Emma murmured.

Then something made her jump. From the corner of her eye she thought she saw something move behind her. She knew there was only the wall there, all bare now, yet she turned — as if to catch sight of something flying away. She gave a cry.

Emma rushed outside.

"It can't be!" she said, breathing faster.

She saw the eyes watching her and then the faces of creatures all around. She knew them from before. She had thought she would never see again.

"I can see you!" Emma cried with joy.

The trees rustled, as if laughing.

And then it was quiet.

Say, Allen. *Emma's Rug*. Houghton Mifflin Harcourt, 1996, pp. 28–30.

**Name:** \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3	
	You	Listener*	You	Listener	You	Listener*
Accurately read the passage three to five times.						
Read with appropriate phrasing and pausing.						
Read with appropriate expression, at a good pace and an audible volume.						

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)

Name: \_\_\_\_\_

# Handout 1D: Frayer Model

**Directions:** With a partner, complete this Frayer model for the word *inspiration*.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Word:</b> <b>inspiration</b>	
<b>Examples:</b>	<b>Non-Examples:</b>

Name: \_\_\_\_\_

# Handout 2A: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for “yes” and Δ for “not yet” in the appropriate boxes. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			

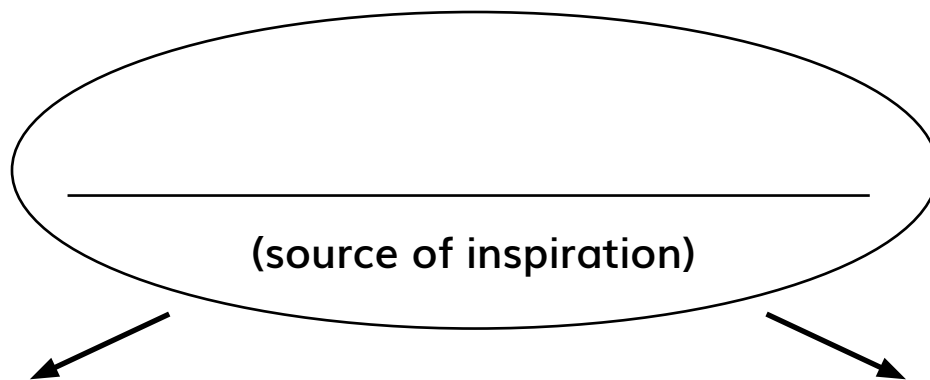
I followed all the rules for working in a small group.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
Total number of +'s:			



Name: \_\_\_\_\_

## Handout 2B: Character Analysis

**Directions:** Review your notes, the class notes, and the ideas you gained through small-group discussions to identify a source of inspiration for Emma. In one box, provide evidence from the text that shows how the source inspires Emma. In the other box, provide evidence from an illustration that shows how the source inspires Emma.



On page \_\_\_\_, the text says

---

---

---

---

---

---

---

On page \_\_\_\_, the illustration shows

---

---

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---

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Name: \_\_\_\_\_

# Handout 3A: Speaking and Listening Checklist

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			
I followed all the rules for working in a small group.			

I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
Total number of +'s:			

Name: \_\_\_\_\_

## Handout 3B: Socratic Seminar Self-Assessment

**Directions:** Complete this chart by using one of the letters from the key to describe how often you performed the described action. In the last column, explain why you selected the letter you did.

**A** = I always did that.    **S** = I sometimes did that.    **N** = I'll do that next time.

Expectation	Evaluation (A, S, N)	Evidence: Why did you choose that rating?
I came to the seminar prepared and used my work as I participated in the seminar.		
I followed our class rules and expectations for the seminar, including any specific role I was assigned.		
I agreed and disagreed respectfully.		

I asked and answered questions that made our discussion clearer and linked others' ideas together.		
I explained my own ideas using the connections I made from listening to others.		
I spoke in complete sentences.		
I used at least three domain-specific vocabulary words.		
I provided evidence from the texts in this module to support my points.		

Name: \_\_\_\_\_

# Handout 4A: Writing Planner

**Directions:** Use this planner to develop and organize ideas for your research essay.

## Introduction

Hook (H)	How will you “hook” your audience, or catch their attention?	
Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic.	
Thesis (T)	State your essential idea, previewing your two supporting points.	
	Point 1	Point 2

## Supporting Paragraph 1—Point 1:

Topic Statement (To S)	State your first point in support of your thesis.
Evidence (E)	Cite evidence that develops Point 1, including any necessary context.

<b>Elaboration (E)</b>	Explain how the evidence develops Point 1.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Supporting Paragraph 2—Point 2:

<b>Topic Statement (To S)</b>	Transition from your last point, and state your second point in support of your thesis.
<b>Evidence (E)</b>	Cite evidence that develops Point 2, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops Point 2.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Conclusion

<b>Conclusion (C)</b>	Reinforce your thesis.
	Reflect on the significance of your thesis.



Name: \_\_\_\_\_

# Handout 4B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

## *Alvin Ailey* by Andrea Davis Pinkney

Alvin and Ted ... watched the splendor of *Tropical Revue*.

Katherine Dunham and her dancers swirled and lunged to the rhythms of West Indian drums. They were famous for *Babiana*, a spicy Brazilian routine, and for a sizzling number called *Rumba with a Little Jive Mixed In*. Alvin's soul danced along when he saw Katherine Dunham's style.

Alvin nudged Ted. "What is that they're doing? What is that?" he asked.

"That's modern dancing," Ted said ... "Watch this!"

Ted tried Katherine Dunham's *Babiana*. Alvin slapped out a beat on his knees and followed Ted's lead...

Alvin moved like a cat, *smooth* like quicksilver. When he danced, happiness glowed warm inside him...

That night, Alvin told his mother he'd seen black people performing their own special dances. It was a show Alvin would never forget.

Pinkney, Andrea Davis. *Alvin Ailey*. Illustrated by Brian Pinkney, Disney Book Group, 1993, pp. 12, 15.

# Name:

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Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read with appropriate expression, at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)

Name: \_\_\_\_\_

# Handout 5A: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for "yes" and Δ for "not yet" in the appropriate boxes. At the bottom, note one convention of spoken English you used and explain its purpose. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			

I followed all the rules for working in a small group.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
Total number of +'s:			

When we presented our ideas, we used \_\_\_\_\_  
 convention of spoken English  
 to \_\_\_\_\_.  
 purpose

Name: \_\_\_\_\_

# Handout 6A: Research Note-Catcher

Directions: Use this graphic organizer to collect notes as you research to find out what inspired Alvin Ailey.

Source:		Page Number:
Inspiration:	Note:	
Quote:		

Source:		Page Number:
Inspiration:	Note:	
Quote:		

<b>Source:</b>		<b>Page Number:</b>
<b>Inspiration:</b>	<b>Note:</b>	
<b>Quote:</b>		

<b>Source:</b>		<b>Page Number:</b>
<b>Inspiration:</b>	<b>Note:</b>	
<b>Quote:</b>		



Name: \_\_\_\_\_

# Handout 7A: Boxes and Bullets Organizer

## Directions:

1. Identify at least three key details in the text and record ideas in the Key Details box. Be sure to put the ideas in your own words.
2. Using the key details, write an essential meaning of *Alvin Ailey* in the Essential Meaning box above the key details.
3. In the Summary box, explain how the details support the essential meaning your group identified.

Text: <i>Alvin Ailey</i> , Andrea Pinkney Davis
Essential Meaning:
Key Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Summary:

Name: \_\_\_\_\_

# Handout 7B: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for "yes" and Δ for "not yet" in the appropriate boxes. At the bottom, note one convention of spoken English you used and explain its purpose. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			
I followed all the rules for working in a small group.			

I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
Total number of +'s:			

What is one convention of spoken English you used during the presentation?

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How is this convention similar to or different from a convention of written English you used to complete Handout 7A?

Name: \_\_\_\_\_

# Handout 8A: Writing Planner

**Directions:** Use this planner to develop and organize ideas for Focusing Question Task 1.

## Introduction

Hook (H)	How will you “hook” your audience, or catch their attention?	
Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic.	
Thesis (T)	State your essential idea, previewing your two supporting points.	
	Point 1	Point 2

## Supporting Paragraph 1—Point 1:

Topic Statement (To S)	State your first point in support of your thesis.
Evidence (E)	Cite evidence that develops Point 1, including any necessary context.

<b>Elaboration (E)</b>	Explain how the evidence develops Point 1.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Supporting Paragraph 2—Point 2:

<b>Topic Statement (To S)</b>	Transition from your last point, and state your second point in support of your thesis.
<b>Evidence (E)</b>	Cite evidence that develops Point 2, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops Point 2.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Conclusion

<b>Conclusion (C)</b>	Reinforce your thesis.
	Reflect on the significance of your thesis.

Name: \_\_\_\_\_

# Handout 8B: Focusing Question Task

## 1 Checklist

**Directions:** Use this checklist to revise your writing. Mark + for "yes" and Δ for "not yet." Ask someone (adult or peer) to evaluate your writing as well.

Structure	Self + / Δ	Peer + / Δ	Teacher + / Δ
I respond to all parts of the prompt.			
I focus on my topic.			
I introduce the topic in my introduction paragraph.			
I organize information about my topic into groups.			
My concluding section refers to my topic.			
I use linking words and phrases to connect my ideas.			
Development			
I develop my topic with evidence from text(s).			
I explain or analyze my topic in detail.			

Style			
I use simple, compound, and complex sentences.			
I use vocabulary words that are appropriate to the topic.			
Research			
I collaborate with others to gather research.			
I use technology to produce and publish writing.			
I choose resources for my research.			
I use information gathered from print and digital sources.			
Writing Process			
I use a writing planner to organize my ideas.			
I provide thoughtful feedback in peer revision.			
I use feedback in peer revision.			
Total number of +'s:			



Name: \_\_\_\_\_

# Handout 10A: Fluency Homework

## Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

### *A River of Words* by Jen Bryant

Poetry suited Willie. Every night, he looked forward to sitting at his desk and writing a few new lines.

But after a while, he grew frustrated. He had pictures in his mind that didn't fit exactly into steady rhythms or rhymes. ...

"I want to write about ordinary things - plums, wheelbarrows, and weeds, the engines, children, and trees - things I see when I walk down my street or look out my window."

So Willie tried writing a new way. Instead of counting the beats or making the end-words rhyme, he let each poem find its own special shape on the page. . .

Now when he wrote poems, he felt as free as the Passaic River as it rushed to the falls. Willie's notebooks filled up, one after another.

"My boy is a good writer," his mother said. And it was true.

Bryant, Jen. *A River of Words: The Story of William Carlos Williams*. Illustrated by Melissa Sweet, Eerdmans Books for Young Readers, 2008, pp. 11–14.

# Name:

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Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)

Name: \_\_\_\_\_

# Handout 11A: Words and Phrases for Effect

**Directions:** Reread William Carlos Williams's poem "Complaint."

- Think about how important each word in the poem is.
- Think about what would have happened to the meaning and the effect of the poem if Williams chose different words and phrases.
- Replace each underlined word with another word that makes sense but creates a different effect.
- Be prepared to share the version with the word substitutions aloud with the class and to explain how choosing different words creates a different effect.

**"Complaint" (excerpt)**

They call me and I go.

It is a frozen road

past midnight, a dust

of snow caught

in the rigid wheeltracks.

The door opens.

I smile, enter and

shake off the cold.

**"Complaint" (excerpt)**

They call me and I go.

It is a \_\_\_\_\_ road

past \_\_\_\_\_ , a \_\_\_\_\_

of \_\_\_\_\_ caught

in the rigid wheeltracks.

The door opens.

I \_\_\_\_\_ , enter and

shake off the \_\_\_\_\_ .

Bryant, Jen. *A River of Words: The Story of William Carlos Williams*.  
Illustrated by Melissa Sweet, Eerdmans Books for Young Readers,  
2008, inside back cover.

Name: \_\_\_\_\_

## Handout 12A: Poem Planner

**Directions:** Choose an object from ordinary life and write a poem in the style of William Carlos Williams.

1. Begin by selecting the object you want to write about and writing that in the Object row.
2. Think about what you want your readers to notice about what the speaker sees and hears as he or she observes the object. Record these details in the Setting Imagery row.
3. Think about what you want your readers to notice about what the object looks and sounds like. Record these details in the Object Imagery row.
4. Use your notes to write a poem in the style of "The Great Figure" in the space below the planner. (Use the back of this sheet or another piece of paper if necessary.) Use line breaks to reflect the style of William Carlos Williams.
5. Reread your poem and give it a title. Write the title in the first row of the planner, Poem Title.

<b>Poem Title</b>	
<b>Object</b>	
<b>Setting Imagery</b> (What does the reader see and hear?)	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Object Imagery</b> (What does the reader see and hear?)	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Name: \_\_\_\_\_

## Handout 13A: Paragraph Planner

**Directions:** Use this planner to develop and organize ideas for your paragraph.

**Prompt:** How does Melissa Sweet, the illustrator of *A River of Words*, use art to express herself?

Introduce (I)	State your first point in support of your thesis.
Topic (T)	State your main idea.
Evidence (E)	Provide evidence that develops your main idea.
Elaboration (E)	Explain how the evidence develops your main idea.
Concluding Statement (C)	Close your paragraph.

I choose the words \_\_\_\_\_ and \_\_\_\_\_ to create the effect \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

# Handout 15A: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for “yes” and Δ for “not yet” in the appropriate boxes. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			

I followed all the rules for working in a small group.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
Total number of +'s:			

Name: \_\_\_\_\_

# Handout 15B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

**"This Is Just to Say" by William Carlos Williams**

I have eaten  
the plums  
that were in  
the icebox  
  
and which  
you were probably  
saving  
for breakfast

Forgive me  
they were delicious  
so sweet  
and so cold

**Bryant, Jen. *A River of Words: The Story of William Carlos Williams*.  
Illustrated by Melissa Sweet, Eerdmans Books for Young Readers,  
2008, inside front cover.**

# Name:

---

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)

Name: \_\_\_\_\_

# Handout 16A: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for "yes" and Δ for "not yet" in the appropriate boxes. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			

I followed all the rules for working in a small group.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
I agreed and disagreed respectfully.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
I used appropriate conventions of spoken English.			
Total number of +'s:			

Name: \_\_\_\_\_

# Handout 16B: Socratic Seminar Self-Assessment

**Directions:** Complete this chart by using one of the letters from the key to describe how often you performed the described action. In the last column, explain why you selected the letter you did. At the bottom of this page, write one convention of spoken English you used during the seminar. Then explain how you could use a convention of written English to achieve something similar.

**A** = I always did that.    **S** = I sometimes did that.    **N** = I'll do that next time.

Expectation	Evaluation (A, S, N)	Evidence: Why did you choose that rating?
I came to the seminar prepared and used my work as I participated in the seminar.		
I followed our class rules and expectations for the seminar, including any specific role I was assigned.		
I agreed and disagreed respectfully.		
I asked and answered questions that made our discussion clearer and linked others' ideas together.		



I explained my own ideas using the connections I made from listening to others.		
I spoke in complete sentences.		
I used at least three domain-specific vocabulary words.		
I provided evidence from the texts in this module to support my points.		

Explain how you used one convention of spoken English (such as pausing to indicate the end of a sentence, raising your voice at the end of a question, etc.) to communicate effectively.

---

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What convention of written English could you use to achieve the same result?

---

---

Name: \_\_\_\_\_

## Handout 17A: "Willow Poem"

Directions: Read and analyze the poem before completing Assessment 17A.

**"Willow Poem"**  
by William Carlos Williams

1        It is a willow when summer is over,  
A willow by the river  
from which no leaf has fallen nor  
bitten by the sun  
5        turned orange or crimson.  
The leaves cling and grow paler,  
swing and grow paler  
over the swirling waters of the river  
as if loath to let go,  
10       they are so cool, so drunk with  
the swirl of the wind and of the river –  
oblivious to winter,  
the last to let go and fall  
into the water and on the ground.

Name: \_\_\_\_\_

## Handout 17B: Central Message

**Directions:** Complete the graphic organizer for the poem "The Great Figure" and then complete it for "Willow Poem." Share your work with another pair.

	"The Great Figure"	"Willow Poem"
What specific word choices best help create the imagery in this poem? (Cite line numbers.) Why?		
How does this poem reflect what we know about William Carlos Williams's poetry, based on information from <i>A River of Words</i> and the shared digital organizer?		
Why is this poem interesting or important?		
What is a central message you notice in the poem? What details support the central message you identified? (Cite line numbers.)		

Name: \_\_\_\_\_

# Handout 17C: Focusing Question Task

## 2 Recording Checklist

**Directions:** Use this checklist to evaluate your audio recording. Mark + for "yes" and Δ for "not yet." Ask someone (adult or peer) to evaluate your audio as well.

Fluency	Self + / Δ	Peer + / Δ	Teacher + / Δ
I speak clearly.			
I read with accuracy.			
I use appropriate phrasing and pausing as I read.			
I read with appropriate expression.			
I read at an understandable pace.			
I read at an appropriate volume.			
<b>Presentation</b>			
I use a visual to emphasize or enhance details from the poem.			
I use conventions of spoken English.			
<b>Total number of +'s:</b>			

Name: \_\_\_\_\_

# Handout 17D: Vocabulary Study Guide

Study each definition, and draw a picture or write a sentence using the word to help you remember what it means. Then glue this paper into your Vocabulary Journal.

Word	Definition	Illustration or Sentence
inspiration	The act of motivating.	
choreography	The art of creating or performing dance.	
rehearsed	Practiced.	
revelation	The act of showing something.	

<b>explore</b>	<b>To learn by looking at something in detail.</b>	
<b>ordinary</b>	<b>Common.</b>	
<b>quarreling</b>	<b>Arguing in a strong way.</b>	
<b>dawdling</b>	<b>Wasting time.</b>	
<b>crept</b>	<b>Moved carefully and quietly.</b>	
<b>strolled</b>	<b>Walked slowly without a purpose.</b>	

Name: \_\_\_\_\_

# Handout 18A: Knowledge Chart

**Directions:** Review the information you collected in your Response Journal and think about what you have learned. Then, jot important knowledge on this chart. Save the chart for the next lesson.

Use your research to answer the following question:

How do *A River of Words*, the poetry of William Carlos Williams, and the art of Charles Demuth build my knowledge?

<b>Knowledge of World</b>
<b>Knowledge of Ideas</b>
<b>Knowledge of Skills</b>

Name: \_\_\_\_\_

# Handout 19A: Writing Planner

**Directions:** Use this planner to develop and organize ideas for Focusing Question Task 3.

**Prompt:** How does William Carlos Williams use the genre of poetry to express himself?

Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic.
Topic (T)	State your main idea, including TWO supporting points.
Evidence (E)	Provide evidence that develops your main idea.
Elaboration (E)	Explain how the evidence develops your main idea.
Evidence (E)	Provide evidence that develops your main idea.
Elaboration (E)	Explain how the evidence develops your main idea.
Concluding Statement (C)	Close your paragraph.

I chose the words \_\_\_\_\_ and \_\_\_\_\_ to create the effect \_\_\_\_\_



Name: \_\_\_\_\_

# Handout 19B: Oral Rehearsal Peer Feedback Form

**Directions:** Listen as your partner orally composes his or her paragraph. Use this form to write notes to give feedback.

My partner's topic: \_\_\_\_\_

<p>Topic Statement (To S)</p>	<p>In your topic statement, I heard you state the ideas that...</p> <ul style="list-style-type: none"> <li>• Point 1:</li> <li>• Point 2:</li> </ul>
<p>Evidence (E)</p>	<p>Evidence I heard in support of your first point includes...</p>
<p>Elaboration (E)</p>	<p>I heard you explain that this evidence shows...</p>
<p>Evidence (E)</p>	<p>Evidence I heard in support of your second point includes...</p>

<b>Elaboration (E)</b>	I heard you explain that this evidence shows...
<b>Concluding Statement (C)</b>	In your concluding statement, I heard you reinforce the “big” idea that...
<b>Notes/suggestions for improvement:</b>	

Name: \_\_\_\_\_

# Handout 19C: Focusing Question Task

## 2 Checklist

**Directions:** Use this checklist to revise your writing. Mark + for "yes" and Δ for "not yet." Ask someone (adult or peer) to evaluate your writing as well.

Reading Comprehension	Self + / Δ	Peer + / Δ	Teacher + / Δ
I refer to a particular poem.			
<b>Structure</b>			
I respond to all parts of the prompt.			
I focus on my topic.			
I introduce the topic.			
I organize information about my topic into groups.			
I have a concluding sentence.			
I use linking words and phrases to connect my ideas.			

Development			
I develop my topic with evidence from the poem I recorded.			
I explain or analyze my topic in detail.			
Style			
I use simple, compound, and complex sentences.			
I use vocabulary words that are appropriate to the topic.			
Research			
I collaborate with others to gather research.			
I use technology to produce and publish writing.			
I choose resources for my research.			
I use information gathered from print and digital sources.			
Writing Process			
I use a writing planner to organize my ideas.			
I provide thoughtful feedback in peer revision.			
I use feedback in peer revision.			
Total number of +'s:			

Name: \_\_\_\_\_

# Handout 20A: Research Notes— Jackson Pollock

**Directions:** As you find out more about the traits that helped Jackson Pollock to be successful, record notes from your research in the graphic organizer.

Jackson Pollock		
Trait	How did this trait help Jackson Pollock to be successful?	Source

Name: \_\_\_\_\_

# Handout 20B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

## *Action Jackson* by Jan Greenberg and Sandra Jordan

Some artists cover the canvas with a base coat of white paint. Not Jackson. He wants the paint to soak into the surface, leaving bare patches peeking through the stains of color. Some painters use oil paint or water color. Not Jackson. He'll use ordinary house paint from the hardware store to make this painting.

Some artists paint pictures of flowers of people or landscapes. Not Jackson. He expresses his thoughts and feelings directly on the canvas, calling it "energy and motion made visible." ...

Some people will be shocked when they see what he has created.

Some angry.

Some confused.

Some excited.

Some filled with a happiness they can hardly explain.

But everyone will agree —

Jackson Pollock is doing something original, painting in a way that no one has ever seen before.

Greenberg, Jan, and Sandra Jordan. *Action Jackson*. Illustrated by Robert Andrew Parker, Macmillan, 2002, pp. 8, 23.

Name: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4		Day 5	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.										
Read with appropriate phrasing and pausing.										
Read with appropriate expression.										
Read articulately at a good pace and an audible volume.										

\*Adult or peer

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)



Name: \_\_\_\_\_

# Handout 21A: Sequence of Artistic Process

Directions:

1. List the materials you would need to create a drip painting in the Materials box.
2. Work with a partner to list the steps needed to create a drip painting. Use time-order words to indicate the sequence and record the page number that describes each step.
3. Star the step you think is least important to the process.

Materials

Using the sequence of events in *Action Jackson*, list the steps required to create a drip painting.

Step	Page
1. First,	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Name: \_\_\_\_\_

# Handout 23A: Digital Sources Evaluation—Jackson Pollock

**Directions:** Review each of the websites below. Explain who created the website, what information the website provides, and when the website was updated. Then decide if the websites are useful and answer the questions below the table.

Website	Who?	What?	When?	Useful?
Example: <a href="http://witeng.link/0537">http://witeng.link/0537</a>	The Art Story	biography of Pollock	2016	Yes
<a href="http://witeng.link/0538">http://witeng.link/0538</a>				
<a href="http://witeng.link/0539">http://witeng.link/0539</a>				

1. Why is it important to evaluate a digital source?
2. Select one of the websites that you have determined would be useful for your research. Write three to five sentences explaining how you know that website will be useful.

Name: \_\_\_\_\_

## Handout 24A: "A Signature Work"

**Directions:** Read "A Signature Work" and then answer the questions on Assessment 24A.

### "A Signature Work"

Painter Jackson Pollock is famous for his unusual techniques. Pollock sometimes stood over a canvas and poured or dripped paint onto it. Sometimes he used a stick instead of a paintbrush. His paintings are just splatters and swirls—right?

Art historian Henry Adams sees something else in Pollock's *Mural* (1943). Adams sees the letters of Pollock's name. Adams believes Pollock first created a giant signature and then camouflaged it with layers of swooping lines.

Some experts are not convinced, though. "There are a lot of loops, curves, and lines in *Mural*," says Pepe Karmel. "Evidently, by picking and choosing among them, you can spell out the words 'Jackson Pollock,' but that doesn't mean the words are there."

The experts cannot ask Jackson Pollock. He died in 1956. Adams would like to use X-rays to solve the mystery. Adams thinks X-rays would show which layers of the painting were laid down first. No one has plans to try Adams's test yet. In the meantime, Adams thinks he sees Pollock's signature in another painting called *Silver and Black*. Take a look and decide for yourself.

Excerpt from "A Signature Work." *Muse Magazine*, May 2010. Cricket Media, Carus Publishing Company.

Name: \_\_\_\_\_

# Handout 25A: Knowledge Chart

Directions: Think about what you have learned about Jackson Pollock and his art by reading *Action Jackson*, analyzing *Lavender Mist* and *Blue Poles*, and watching videos about the artist and his work. Record your new knowledge on the chart below.

<b>Knowledge of World</b>
<b>Knowledge of Ideas</b>
<b>Knowledge of Skills</b>

Name: \_\_\_\_\_

# Handout 26A: Digital Sources Evaluation—Marian Anderson

**Directions:** Review each of the websites below. Explain who created the website, what information the website provides, and when the website was updated. Then decide if the websites are useful and answer the questions below the table.

Website	Who?	What?	When?	Useful?
<a href="http://witeng.link/0544">http://witeng.link/0544</a>				
<a href="http://witeng.link/0545">http://witeng.link/0545</a>				

1. Select one of the websites that you have determined would be useful for your research. Write three to five sentences explaining how you know that website will be useful.

Name: \_\_\_\_\_

# Handout 26B: Fluency Homework

Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: answer the self-reflection questions at the end.

### *When Marian Sang* by Pam Muñoz Ryan

Marian still wanted to advance her singing with master teachers. With the help of friends she was granted an audition with the fierce yet famous Giuseppe Boghetti.

When she arrived at his studio, Mr. Boghetti announced that he didn't have time or room for new students. Too afraid even to look at him, Marian took a deep breath. Slowly, with great emotion, she sang,

"Deep river, my home is over Jordan

Deep river, Lord, I want to cross over

into campground ..."

Marian finally lifted her eyes.

"I will make room for you right away," Mr. Boghetti said firmly, "and I will need only two years with you. After that, you will be able to go anywhere and sing for anybody."

Again, Marian's devoted church community raised the money for her lessons.

Ryan, Pam Muñoz. *When Marian Sang*. Illustrated by Brian Selznick, Scholastic, 2002, p. 17.



Name: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4		Day 5	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.										
Read with appropriate phrasing and pausing.										
Read with appropriate expression.										
Read articulately at a good pace and an audible volume.										

\*Adult or peer

Self-reflection: What choices did you make when deciding how to read this passage, and why? What would you like to improve or try differently next time? (Thoughtfully answer these questions on the back of this paper.)

Name: \_\_\_\_\_

# Handout 27A: Research Notes— Marian Anderson

**Directions:** As you find out more about the traits that helped Marian Anderson to be successful, record notes from your research in the graphic organizer.

Marian Anderson		
Trait	How did this trait help Marian Anderson to be successful?	Source

Name: \_\_\_\_\_

# Handout 29A: Evidence Organizer

**Directions:** Follow the prompts at the top of the chart to write brief notes in the boxes. Remember to only write notes that support your focus statement. Choose the best evidence to support your focus statement.

<b>Prompt:</b> Review <i>Action Jackson</i> and the public notes for <i>When Marian Sang</i> , along with your own notes, to find evidence that shows how Jackson Pollock and/or Marian Anderson used a particular personal quality.		
<b>Focus Statement:</b> _____ is an important personal quality for artists.		
Evidence	Source	Elaboration/ Explanation
List details from the text that support your focus statement. Be sure to use quotations and paraphrasing.	Where did this information come from? List title and page number.	How does the evidence show that the personal quality is important to the artist?

Name: \_\_\_\_\_

# Handout 29B: Speaking and Listening Checklist

**Directions:** Evaluate your participation by marking + for “yes” and Δ for “not yet” in the appropriate boxes. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
I prepared for my discussion.			
• I read the material before discussing it.			
• I selected details from the text to include during the discussion.			
• I identified points of interest and/or confusion.			
I listened actively.			
• I listened for key words.			
• I linked my comments to comments from other people.			
• My comments showed that I am curious about what we are learning.			
• My comments showed that I can recount what others say.			

I followed all the rules for working in a small group.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I asked and answered questions to check understanding.			
• I asked and answered questions to stay on topic.			
• I asked and answered questions to elaborate on a topic.			
• I used a polite tone of voice throughout the discussion.			
• I used a sentence stem to help me agree or disagree respectfully.			
• I used a nonverbal cue to show that I agreed or disagreed with a speaker.			
I explained my thinking.			
I used appropriate facts and details to report on a topic or text.			
I spoke clearly at an understandable pace.			
I spoke in full sentences to provide requested details or clarification.			
I used appropriate conventions of spoken English.			
Total number of +'s:			

Name: \_\_\_\_\_

# Handout 29C: Socratic Seminar Self-Assessment

**Directions:** Complete this chart by using one of the letters from the key to describe how often you performed the described action. In the last column, explain why you selected the letter you did. At the bottom of this page, write one convention of spoken English you used during the seminar. Then explain how you could use a convention of written English to achieve something similar.

**A** = I always did that.    **S** = I sometimes did that.    **N** = I'll do that next time.

Expectation	Evaluation (A, S, N)	Evidence: Why did you choose that rating?
I came to the seminar prepared and used my work as I participated in the seminar.		
I followed our class rules and expectations for the seminar, including any specific role I was assigned.		
I agreed and disagreed respectfully.		

I asked and answered questions that made our discussion clearer and linked others' ideas together.		
I explained my own ideas using the connections I made from listening to others.		
I spoke in complete sentences.		
I used at least three domain-specific vocabulary words.		
I provided evidence from the texts in this module to support my points.		

Explain how you used one convention of spoken English (such as pausing to indicate the end of a sentence, raising your voice at the end of a question, etc.) to communicate effectively. \_\_\_\_\_

What convention of written English could you use to achieve the same result? \_\_\_\_\_

Name: \_\_\_\_\_

# Handout 29D: Oral Presentation Planner

Directions:

- 1. Review all of your research notes from Lesson 28.
- 2. Identify the two traits that most helped the artist to be successful.
- 3. Find evidence that shows that the trait helped the artist to be successful.
- 4. Select a visual aid to support the presentation

Artist:	
Trait 1:	Trait 2:
Evidence That the Trait Helped the Artist Be Successful	Evidence That the Trait Helped the Artist Be Successful
Visual Aid:	
How the visual aid supports the presentation:	



Name: \_\_\_\_\_

# Handout 30A: Focusing Question Task

## 3 Checklist

**Directions:** Evaluate your oral presentation by marking + for “yes” and Δ for “not yet” in the appropriate boxes. Then ask a classmate to evaluate how well you used the skills. Your teacher will complete the third column, based on what he or she observes.

	Self + / Δ	Peer + / Δ	Teacher + / Δ
We planned for our presentation.			
• We read multiple sources, including print and digital sources.			
• We shared our notes and ideas.			
• We selected an appropriate visual aid to support the presentation.			
We developed a well-organized presentation.			
• We selected an appropriate title .			
• We identified two important character traits the artist showed.			
• We included evidence to demonstrate how the artist used the traits.			
• We explained why the traits were important.			

I used effective speaking strategies to deliver our presentation.			
I took turns speaking and listening.			
I asked thoughtful questions.			
• I spoke in complete sentences.			
• I spoke clearly at an understandable pace.			
• I explained the visual aid using facts and details from my sources.			
• I used words and phrases for effect.			
• I used the conventions of spoken English appropriately.			
• I answered questions and provided additional information.			
Total number of +'s:			

Name: \_\_\_\_\_

# Handout 31A: End-of-Module Task

## Research Notes

**Directions:** Review the notes you collected throughout the module on the artist you selected to write about. Consider the question: How is the life and work of this artist important? Record any evidence from your research notes in the graphic organizer.

Artist:		
Focus Research	Evidence	Source
Important facts and details that explain the artist’s work		
Unique elements of the artist’s work		
The artist’s accomplishments		
Why the artist’s work is important		

Name: \_\_\_\_\_

# Handout 31B: Vocabulary Study Guide

**Directions:** Study each definition, and draw a picture or write a sentence using the word to help you remember what it means. Then glue this paper into your Vocabulary Journal.

Word	Definition	Illustration or Sentence
action	The act of doing something.	
camouflage	A way of hiding with color so it blends with surroundings.	
devoted	Gave time and attention to a purpose.	
dignified	Marked with honor.	
extraordinary	Unusual.	

<b>humiliation</b>	<b>The state of being embarrassed or having one's pride hurt.</b>	
<b>improvise</b>	<b>Make up as you go.</b>	
<b>passionate</b>	<b>Showing strong emotions.</b>	
<b>remarkable</b>	<b>Exceptional and noteworthy.</b>	
<b>segregated</b>	<b>Isolated or separated from a specific group.</b>	

Name: \_\_\_\_\_

# Handout 32A: Writing Planner

**Directions:** Use this planner to develop and organize ideas for the End-of-Module Task.

## Introduction

Hook (H)	How will you "hook" your audience, or catch their attention?	
Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic.	
Thesis (T)	State your essential idea, previewing your two supporting points.	
	Point 1	Point 2

## Supporting Paragraph 1—Point 1:

Topic Statement (To S)	State your first point in support of your thesis.
Evidence (E)	Cite evidence that develops Point 1, including any necessary context.

<b>Elaboration (E)</b>	Explain how the evidence develops Point 1.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Supporting Paragraph 2—Point 2:

<b>Topic Statement (To S)</b>	Transition from your last point, and state your second point in support of your thesis.
<b>Evidence (E)</b>	Cite evidence that develops Point 2, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops Point 2.
<b>Concluding Statement (C)</b>	Close your paragraph.

### Conclusion

<b>Conclusion (C)</b>	Reinforce your thesis.
	Reflect on the significance of your thesis.

Name: \_\_\_\_\_

# Handout 32B: Oral Rehearsal Peer Feedback Form

**Directions:** Listen as your partner orally composes each of the two body paragraphs. Use this form to write notes to give feedback.

My partner's topic: \_\_\_\_\_

## BODY PARAGRAPH 1

Topic Statement (To S)	In your topic statement, I heard you state the ideas that...
Evidence (E)	Evidence I heard in support of your first point includes...
Elaboration (E)	I heard you explain that this evidence shows...
Concluding Statement (C)	In your concluding statement, I heard you reinforce the "big" idea that...
Notes/suggestions for improvement:	



## BODY PARAGRAPH 2

Topic Statement (To S)	In your topic statement, I heard you state the ideas that...
Evidence (E)	Evidence I heard in support of your first point includes...
Elaboration (E)	I heard you explain that this evidence shows...
Concluding Statement (C)	In your concluding statement, I heard you reinforce the “big” idea that...
Notes/suggestions for improvement:	

Name: \_\_\_\_\_

# Handout 33A: End-of-Module Task Checklist

**Directions:** Use this checklist to revise your writing. Mark + for “yes” and Δ for “not yet.” Ask someone (adult or peer) to evaluate your writing as well.

Structure	Self +/ Δ	Peer +/ Δ	Teacher +/ Δ
I respond to all parts of the prompt.			
I focus on my topic.			
I include an introduction that hooks the reader.			
I include a thesis statement in my introduction paragraph.			
I organize information about my topic into groups.			
My concluding section refers to my topic.			
I use linking words and phrases to connect my ideas.			

Development			
I explain or analyze my topic in detail including:			
• Providing important facts about the artist's life.			
• Explaining unique elements of the artist's work.			
• Describing the artist's important accomplishments.			
• Describing why the artist's work is important.			
Style			
I use simple, compound, and complex sentences.			
I use vocabulary words that are appropriate to the topic.			
I choose words and phrases for effect.			
Conventions			
I check the spelling of high-frequency words.			
I check the spelling of words with known spelling patterns.			
I use a dictionary to check my spelling as needed.			

# Name:

---

I use at least one comparative or superlative adjective or adverb.			
<b>Research</b>			
I develop my topic with facts, definitions, and details from my research.			
I use information gathered from a core module text, the back matter from a core module text, and a primary source.			
<b>Writing Process</b>			
I use a writing planner to organize my ideas.			
I provide thoughtful feedback in peer revision.			
I use feedback in peer revision.			
<b>Total number of +'s:</b>			

Name: \_\_\_\_\_

# Handout 34A: Knowledge Chart

Directions: Review the texts and piece of art from the module you selected. Read through the most important knowledge you gained from the module on this chart.

In the last two rows, note how the core texts and art from the module build your knowledge.

<b>Knowledge of World</b>
<b>Knowledge of Ideas</b>
<b>Knowledge of Skills</b>

## How Texts Helped

## How Art Helped

# Volume of Reading Reflection Questions

## *Artists Make Art, Grade 3, Module 4*

Student Name: \_\_\_\_\_

Text: \_\_\_\_\_

Author: \_\_\_\_\_

Topic: \_\_\_\_\_

Genre/type of book: \_\_\_\_\_

**Directions:** Share your knowledge by responding to the questions below.

### Informational Text

1. **Wonder:** What do you notice about the cover and illustrations in this text? What questions do you have as you think about the observations?
2. **Organize:** Pick two or three key details the author presents about art or an artist. What is the main idea represented by the key details?
3. **Reveal:** Choose two paragraphs that are together in the text. How does the author connect the main ideas in each paragraph? Does she/he compare two ideas, show cause and effect, or tell two events in order?
4. **Distill:** What was the essential meaning of this text? Provide evidence from the text to support your response.

5. **Know:** How does the information in this text compare to what you have already learned about art and artists? Provide at least two examples of information that is the same and/or different.
6. **Vocabulary:** Choose two interesting, but unknown, vocabulary words in the text. Using your best thinking, jot what you *think* the words mean. Look them up in the dictionary. Write the meaning that fits the context.

## Literary Text

1. **Wonder:** What do you notice after closely examining the front and back covers or after reading the first couple pages of this text?
2. **Organize:** Choose three parts of the story. Tell how each part builds on the previous one.
3. **Reveal:** Choose one illustration in the story and think about how it supports the story. Does the illustration help to show the mood of the story? Does it tell you more about the character or the setting? Write your thinking.
4. **Distill:** What is the central message in this story? Provide evidence from the text to support your response. Is the central message hinted at in the title, from repetition in the story, or by the way the character changed from the beginning of the story to the end?
5. **Know:** How has this story added to what you know about art and artists?
6. **Vocabulary:** Search your text for two examples of nonliteral language. Draw a picture of what the language would mean literally and what the author really means (nonliteral).



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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

**Module 4: Artists Make Art**

In the fourth module, *Artists Make Art*, students will explore the creative impulse as they read biographies of artists in the fields of dance, literature, the visual arts, and music. In addition to reading about the artists, students encounter the work of each of these artists. We will ask: *What is an artist?*

## OUR CLASS WILL READ THESE BOOKS:

### Picture Books, (Literary)

- *Emma's Rug*, Allen Say

### 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*, Pam Muñoz Ryan

## OUR CLASS WILL READ THESE ARTICLES:

- "Working as a Team on Children's Books," Roberta Hershenson
- "Brian Pinkney," National Center for Children's Literature
- "A Signature Work," Muse Magazine

## OUR CLASS WILL READ THIS POEM:

- "Willow Poem," William Carlos Williams

## OUR CLASS WILL READ THIS INTERVIEW:

- "Andrea Davis Pinkney Interview Transcript," Scholastic Students

## OUR CLASS WILL EXAMINE THESE 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
- *Mural*, Jackson Pollock

## OUR CLASS WILL EXAMINE THIS PHOTOGRAPH:

- Marian Anderson singing in front of Lincoln Memorial

## OUR CLASS WILL WATCH THESE VIDEOS:

- Sometimes I Feel Like a Motherless Child, Marian Anderson
- Excerpt from 1988 interview with Alvin Ailey
- Revelations at 50, Alvin Ailey
- Christine Dixon discussing Blue Poles
- Jackson Pollock, Hans Namuth
- Newsreel footage of Marian Anderson's first Lincoln Memorial
- Excerpts of *Revelations*, Alvin Ailey

## OUR CLASS WILL ASK THESE QUESTIONS:

- What inspires artists?
- How do artists make art?
- What are some character traits that are useful to artists?
- Why is art important?

## QUESTIONS TO ASK AT HOME:

- As your Grade 3 student reads, ask, “How does this text build your knowledge of artists and art?”
- Share what you know about artists and art.

## BOOKS TO READ AT HOME:

- *The Dreamer*, Pam Muñoz Ryan
- *Ballet for Martha: Making Appalachian Spring*, Jan Greenberg
- *The Fantastic Jungles of Henri Rousseau*, Michelle Markel
- *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*, Barbara Rosenstock

- *Mario's Angels: A Story about the Artist Giotto*, Mary Arrigan
- *An Eye for Color: The Story of Josef Albers*, Natasha Wing
- *The Garden of Monsieur Monet*, Giancarlo Ascari
- *Electric Ben: The Amazing Life and Times of Benjamin Franklin*, Robert Byrd
- *Who Was Leonardo da Vinci?*, Roberta Edwards
- *Who Was Pablo Picasso?*, True Kelley
- *Vincent Van Gogh: Portrait of an Artist*, Jan Greenberg
- *Jackson Pollock*, Mike Venezia
- *Firebird*, Misty Copeland
- *Ellington Was Not a Street*, Ntozake Shange
- *Georges Seurat*, Mike Venezia
- *Pippo the Fool*, Tracey E. Fern
- *Michelangelo*, Diane Stanley
- *Leonardo: Beautiful Dreamer*, Robert Byrd
- *Sandy's Circus: A Story about Alexander Calder*, Tanya Lee Stone
- *Stone Giant: Michelangelo's David and How He Came to Be*, Jane Sutcliffe
- *The Music in George's Head*, Suzanne Slade
- *Mr. Matisse and His Cutouts*, Annmarie van Haeringen
- *José! Born to Dance*, Susannah Reich
- *Edgar Degas: Paintings that Dance*, Kristin N. Cole and Maryann Cocca-Leffler
- *Some Writer! The Story of E.B. White*, Melissa Sweet
- *The Artist and his Models*, Hanuel Ddang
- *Lives of the Artists*, Kathleen Krull

## IDEAS FOR TALKING ABOUT ARTISTS AND ART:

Find opportunities to explore art in your area. Consider:

- Visiting a local art museum or exhibit.
- Attending a musical concert.
- Attending a dance performance.
- Attending a poetry reading or other literary event.

Deepen your child's experiences with art by engaging in art activities together. Consider:

- Working together to create an art project, discussing how you are using the materials for specific purposes.
- Singing together, noticing harmonies, melodies, and rhythm.
- Read favorite poems aloud at home.
- Dance together, noticing how you are using your body to express emotions or ideas.

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**ARTISTS MAKE ART** What is an artist? In this module, you will learn about the life and work of a dancer, a poet, a painter, and a singer. You will explore how each of these artists found inspiration, worked hard, and showed us a new way of seeing the world.

**MORE MEANINGFUL ENGLISH** How do you know what you know? As you read, write, discuss, and listen, you build knowledge of such topics as the sea, space, immigration, and artists. As you read each text, you will ask yourself *How does this text build my knowledge?*



#### ON THE COVER

*Number 1, 1950, (Lavender Mist)*, 1950  
Jackson Pollock, American, 1912-1956  
Oil, Enamel, and Aluminum on Canvas  
National Gallery of Art, Washington, D.C.

© 2017 The Pollock-Krasner Foundation / Artists Rights Society (ARS), New York  
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## GRADE 3 MODULES

1. *The Sea*

2. *Outer Space*

3. *A New Home*

**4. *Artists Make Art***

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