Part 3: Unit and Lesson Planners with Integrated Art
The following guides connect reading to writing standards—through arts.

**Common Core Anchor Writing Standards**

**Text Types and Purposes**
1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Re-Present What You Read: A Core Literacy through Art Development Plan

CCSS Anchor **Reading** Standards
1. **Read closely** to determine what the text says explicitly and to **make logical inferences** from it; **cite specific textual evidence when writing** or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS Anchor **Writing** Standards
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Targets: Students will increase their ability to
> Communicate ideas through arts
> Nonfiction—identify important ideas and information in a text; communicate about a topic with ideas and facts from a text
> Literature—infer the theme of a passage or poem; analyze the writer’s use of examples and images to communicate the theme

**Activities**

**Clarify**
Teacher introduces passage to students and “thinks out loud” with them, demonstrating and guiding them how to identify the important ideas and supporting information.

- If the passage is **fiction**, the teacher guides the students to infer the theme or “message” that the writer wants the reader to comprehend and the ways the writer uses characters and actions to communicate it.
- If it’s a **poem**, the teacher guides the students to infer the theme or message that the poet wants the reader to comprehend and to identify images, examples, and words the poet uses to communicate that message.
- If the passage is **nonfiction**, the teacher guides the students to identify the central idea and supporting details.

**Develop**
1. Students list examples, images, information they find in the text that they will include to communicate the theme or main idea.
2. Students plan their creative work to emphasize the theme or main idea and support it with specifics.
3. Students complete plan for their artwork.
4. Students create art based on the plan.

**Conclude**
1. Students write title and explanation for their creation.
2. Students present their work.
3. If appropriate, students contribute ideas about each other’s work.

**THINKING CONNECTIONS** For Museum Exhibits or Texts
Focus ➔ Think Clearly ✓ Think Creatively ➔ Learn More!

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

INDUCTIVE APPROACH
Students explore an exhibit or read a section of a text and then decide what they think the theme is.

A theme is a way of thinking about a topic or situation.

WHAT IS THE THEME? What is the idea about the topic that you find in the exhibit or text?

CCSSR2. Determine central ideas or themes of a text [artwork] and analyze their development; summarize the key supporting details and ideas.

Support Your Conclusion.
Cite evidence from the text or objects or artwork from the exhibit that shows you that is the theme the writer or exhibit-designer wanted you to understand?

_________________________________________

________________________________________________________________

________________________________________________________________

CCSSR6. Assess how point of view or purpose shapes the content and style of a text or artwork.

How does the text or the objects and artwork support that theme? Choose one important part and tell how it communicates that theme.

The Part: ______________________________________________________

How it supports the theme:

_____________________________________

________________________________________________________________

________________________________________________________________
THINKING CONNECTIONS: ANALYZING ART
DEDUCTIVE APPROACH  An example of this approach is presented on the next page.
CCSSR2. Determine central ideas or themes of a text [artwork] and analyze their development; summarize the key supporting details and ideas.
CCSSR6. Assess how point of view or purpose shapes the content and style of a text [artwork].
CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Theme: _____________________________________________________
(Teacher chooses, students support—or student chooses, other students support.)

ENVISION IDEAS
What works of art show the core concepts?

INVESTIGATE
CCSSW7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

Focusing Questions:

CCSSR7. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Relevant Readings
What sources will students use to explore the art, the context, the theme?

COMMUNICATE
CCSSW4. Produce clear and coherent writing [and illustrating] in which the development, organization, and style are appropriate to task, purpose, and audience.

CREATE...What will students create to communicate this theme transferred to another topic?
THINKING CONNECTIONS: TEXT AND ARTWORK

CCSSR2. Determine central ideas or themes of a text [artwork] and analyze their development; summarize the key supporting details and ideas.

CCSSR6. Assess how point of view or purpose shapes the content and style of a text [artwork].

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Theme: In every era, individuals face challenges and make choices that lead to changes.

ENVISION IDEAS

Core Concepts: Choice    Challenge    Change    Determination

Draw or locate art that shows those ideas.

INVESTIGATE

CCSSW7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Focusing Questions:
What challenges did people face?
What choices did they make?
What qualities were important to the persons who made those decisions?

CCSSR7. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Relevant Readings
Identify parts of the readings that

COMMUNICATE

CCSSW4. Produce clear and coherent writing [and illustrating] in which the development, organization, and style are appropriate to task, purpose, and audience.

CREATE... Illustrate the theme in terms of a situation today.
UNIT BLUEPRINT -- Communicating a Theme

This unit plan includes three kinds of reading (story, poem, and painting).

Unit Theme: Communication

<table>
<thead>
<tr>
<th>BIG Ideas (also called “enduring understandings”)</th>
<th>Essential Questions (Big Questions) students will explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers construct stories and histories that communicate ideas.</td>
<td>How do writers communicate a theme?</td>
</tr>
<tr>
<td>Artists create artworks that communicate a theme.</td>
<td>How can you figure out the theme of an artwork?</td>
</tr>
<tr>
<td>Poets create poems that communicate a theme.</td>
<td>What techniques do poets use to communicate a theme?</td>
</tr>
</tbody>
</table>

CCSS Anchor Reading Standards: (grade-level specific standards will be inserted)
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Knowledge to be developed/expanded:
Author's techniques
Use of figurative language

Abilities to be developed/expanded:
How to...
- analyze the writer's choices
- interpret words and phrases
- analyze the development of a character
- analyze the artist's choices
- infer ideas and themes
- summarize key ideas and supporting details
## Active Learning and Informative Assessments

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Main Activities</th>
<th>Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 FICTION--plot</td>
<td>Make timeline of events in a story--identifying important actions.</td>
<td></td>
</tr>
<tr>
<td>Week 1 FICTION--elements</td>
<td>Complete &quot;map&quot; a story&quot;, characters and setting</td>
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<tr>
<td>Week 1 FICTION--theme</td>
<td>Infer the theme of the story and support analysis with evidence based on the author's choices--constructed response</td>
<td></td>
</tr>
<tr>
<td>Week 2 FICTION--Character development</td>
<td>Complete character chart to analyze how author develops characters in the story--actions, dialogue, reactions of other characters</td>
<td></td>
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<tr>
<td>Week 2 FICTION--dialogue, characterization</td>
<td>Add dialogue to story--what other characters might say about the main character</td>
<td></td>
</tr>
<tr>
<td>Week 2 FICTION--Central Message</td>
<td>Dramatize a story, selecting events and adding dialogue that communicate the central message</td>
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</tr>
<tr>
<td>Week 2 FICTION--Theme</td>
<td>Create reader's guide--how to figure out the theme of a story.</td>
<td></td>
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<tr>
<td>Week 3 POETRY--Theme; Figurative language</td>
<td>Picture the important words in the poem--words that convey theme; figurative language.</td>
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<tr>
<td>Week 3 POETRY--Author's craft</td>
<td>Analyze a poem, then translate (in own words) the meanings of important lines</td>
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<tr>
<td>Week 3 POETRY--techniques</td>
<td>List examples of techniques the poet used, explain how they helped communicate the theme</td>
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<tr>
<td>Week 3 POETRY--theme</td>
<td>Write a poem that communicates the same theme</td>
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<tr>
<td>Week 4 ART--theme</td>
<td>List literal components of an artwork, then create web showing how those communicate a theme</td>
<td></td>
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<tr>
<td>Week 4 ART--elements</td>
<td>Complete chart about artist's use of elements--explain how artist's use of elements supports your interpretation of theme</td>
<td></td>
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<tr>
<td>Week 4 ART--communication</td>
<td>Complete Venn diagram comparing artist and poet</td>
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<tr>
<td>Week 4 ART--Theme</td>
<td>Identify or draw art that communicates the theme of a poem</td>
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<tr>
<td>Week 5 Synthesis</td>
<td>Synthesis and Performance-Based Assessment: Write artist's, story-writer, or poet's guide--how to communicate a theme.</td>
<td></td>
</tr>
<tr>
<td>Week 5 Synthesis</td>
<td>Synthesis and Performance-Based Assessment: Create a painting, poem, or story that communicates a theme</td>
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</tr>
</tbody>
</table>
CULTURE/LITERACY UNIT BLUEPRINT

Unit Focus: ____________________________________________________________

Content Standard: 18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
(Choose other standard/s as appropriate to your focus and grade.)

Concepts: __change __culture __diversity __heritage __identity __tradition __values
__________________________________________________________

BIG Ideas (also called "enduring understandings")

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
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<tr>
<td>____________________</td>
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</tbody>
</table>

Read to Learn
Anchor Reading Standards: These are recommended for any content unit.
Specify nonfiction reading standards for your grade level.
CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standards-Aligned Reading Skills Development: Students will increase ability to…
__ summarize __ synthesize __ infer __ report learning __ construct response
__ compare and contrast __ identify and cite evidence to support an idea or position
__ interpret and create visuals __ identify and use text structure __ analyze/infer causes/effects
__ ___________________________ __ ________________________________

Focus Artwork: ________________________________________________________

Write to Learn More
Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content
Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:
___ Make a presentation ___ Make a display ___ Debate the Issue ___ constructed response
___ Write a __________________ __ create an exhibit ___ ______________________

Directions for Unit Performance Assessment Task:
HISTORY/LITERACY BLUEPRINT

Unit Focus: ________________________________________________________

Content Standard: 16.A.2c  Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. (Choose other standard/s as appropriate to your focus and grade.)

Concepts: __ choices __ challenges __ cause-effect relations __ change

BIG Ideas (also called "enduring understandings")

Essential Questions

Read to Learn
Anchor Reading Standards: Specify reading standards for your grade level.
CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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__ interpret and create visuals __ identify and use text structure __ analyze/infer causes/effects

Focus Artwork: ____________________________________________________

Write to Learn More
Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:
___ Make a presentation ___ Make a display ___ Dramatize historic event ___ make collage
___ illustrate the history ___ write history for younger students ___ Debate the Issue
___ constructed response ___ create a gallery ___ Write a _____________

Directions for Performance Assessment Task:

Criteria: Specify the criteria based on standards for your grade level. Then create a rubric.
Example Unit Plan  Focus: Women’s History  

**BIG IDEAS:** One person can influence society.  
Changing a community requires vision, determination, and collaboration.  
To achieve a change in society, individuals need to overcome obstacles.  
**BIG QUESTION:** How have determined women made a difference?  

Common Core Anchor Reading Standards:  
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  

**ANCHOR ARTWORK:**  

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**Assessment:** Students will use information about the topic to explain ideas in…  

<table>
<thead>
<tr>
<th>charts</th>
<th>diagrams</th>
<th>illustrations</th>
<th>maps</th>
<th>presentation</th>
<th>essay</th>
<th>report</th>
<th>poem</th>
<th>glossary</th>
<th>booklet</th>
<th>display</th>
</tr>
</thead>
<tbody>
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</tbody>
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**PART** | **Topic** | **Concepts** | **Resources to Read and Respond to** | **Writing, Drawing, Presenting**
---|---|---|---|---
1 | A woman who helped our community | cause change community determined effect leader | Students’ information based on their own experience Interviews with local persons Photos | How someone has helped our community: write/illustrate that history.
2 | A woman who enabled people to make progress in Chicago. | enable progress leadership obstacles persistence urban | Photos Paintings of Chicago Chicago newspaper articles. Biography of Chicago leader | Dramatize an event in that person’s life
3 | A woman who enabled people to make progress in the United States. | country improve nation progress | Portrait Music relevant to that person’s history US history book Biography | Write a poem or song about the way that person helped the country. Draw a portrait showing the woman’s traits
4 | Synthesis | future heritage important value | Resources collected and developed. Focus artwork that relates to the unit concepts | An illustrated booklet, galley, or exhibit about determined women.
UNIT WEEK to WEEK PLAN: ____________________________________________

Week Overview—add a row for each week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus/big question of the week</th>
<th>Vocabulary:</th>
<th>Texts and Artwork:</th>
<th>Learning Plan</th>
<th>assessments</th>
</tr>
</thead>
</table>
| Week 1 | Focus/big question of the week | Vocabulary: | Texts and Artwork: | Reading Skill/Strategy – I do, you do, we do: | _make glossary  
_daily learning report  
_weekly summary  
_graphic organizer with analysis  
_illustrate text  
_respond to big question with text-based evidence  
_write ______________ |

| Week 2 | Focus/big question of the week | Vocabulary: | Texts and Artwork: | Reading Skill/Strategy – I do, you do, we do: | _make glossary  
_daily learning report  
_weekly summary  
_graphic organizer with analysis  
_illustrate text  
_respond to big question with text-based evidence  
_write ______________ |

| Week 3 | Focus/big question of the week | Vocabulary: | Texts and Artwork: | Reading Skill/Strategy – I do, you do, we do: | _make glossary  
_daily learning report  
_weekly summary  
_graphic organizer with analysis  
_illustrate text  
_respond to big question with text-based evidence  
_write ______________ |

The next page provides examples of kinds of products aligned with Bloom’s Taxonomy, including visual representations ranging from literal through synthesis.
<table>
<thead>
<tr>
<th>Focus</th>
<th>Think</th>
<th>Construct</th>
<th>Based on Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Locate and classify__. ✓ What is the stated ____? (reason, cause, effect, trait...other stated information) ✓ What is the sequence? ✓ Summarize the important parts.</td>
<td>✓ identify ✓ describe ✓ collect ✓ classify ✓ sequence ✓ summarize</td>
<td>✓ adapt ✓ change ✓ demonstrate ✓ illustrate ✓ solve ✓ use</td>
<td>✓ assess ✓ defend ✓ judge ✓ rank ✓ support ✓ justify</td>
</tr>
<tr>
<td>✓ Explain how _____ works. ✓ How do you ____? ✓ What would happen if ____ changed? ✓ How do you solve this kind of problem? ✓ How do you answer this kind of question?</td>
<td>✓ compare ✓ contrast ✓ examine ✓ infer ✓ organize</td>
<td>✓ combine ✓ connect ✓ create ✓ design ✓ integrate</td>
<td></td>
</tr>
<tr>
<td>✓ Give examples. ✓ List opposites. ✓ Predict. ✓ What are important differences? ✓ What do you infer caused ____? ✓ How will ____ affect ____? ✓ Diagram to show how the parts relate. ✓ What is the main idea?</td>
<td>✓ Visual ✓ Venn diagram ✓ graphic organizers ✓ logic statements--I infer _ based on _. ✓ matrix ✓ presentation ✓ report ✓ outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ editorial ✓ rating ✓ report ✓ recommendation ✓ critique ✓ debate ✓ decision “tree”</td>
<td>✓ artwork ✓ booklet ✓ exhibit ✓ poem ✓ report ✓ story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Knowledge may be of facts, procedures, or concepts.