



1ST GRADE **ELA**

# Student Materials

## Unit 5 *Inspiring Artists and Musicians*



# Daily Lesson Materials

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

## Art Analysis Response Worksheet

<b>Title of Art Piece</b>	<b>See:</b> What colors, shapes, lines do you see?	<b>Think:</b> What thoughts do you have about the work?	<b>Me:</b> What connections can you make between you and the work?
<b><i>School Studies</i> by Horace Pippin</b>			
<b><i>One: Number 31</i> by Jackson Pollock</b>			

<b>Title of Art Piece</b>	<b>See:</b> What colors, shapes, lines do you see?	<b>Think:</b> What thoughts do you have about the work?	<b>Me:</b> What connections can you make between you and the work?
<p><i>La Gran Tenochtitlan</i> by Diego Rivera</p>			
<p><i>Untitled</i> by Jean-Michel Basquiat</p>			
<p><i>Calaveras</i> by José Guadalupe Posada</p>			

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

Date: \_\_\_\_\_

biography   passion   legacy

Select one art piece to write a critique about. A critique is a way of sharing your thoughts about a piece of art by looking closely at what the artist created.

Your critique should:

- Describe what you notice in the painting. (SEE)
- Tell what you think about the artwork. (THINK)
- Explain any personal connections the painting brings up. (ME)

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

Date: \_\_\_\_\_

1. Grandma said, "The biggest part of you is inside, where no one can see." What did she mean? What does it show about what his family valued? Why?

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2. How did Horace use his "big" hands? Give two to three specific examples.

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3. What prize did Horace win? How did it change his art?

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4. As Horace grew older, his "big" hands were still busy. How did he use his big hands? How did it make him feel? Give two specific examples.

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5. How did the war change Horace?

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

Date: \_\_\_\_\_

remarkable

Describe two key events from Horace Pippin's childhood or early life.

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

Date: \_\_\_\_\_

1. What did Horace **long** for? Why?

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2. What did Horace paint when he was able to paint again? Why?

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3. On page 24, it says, "I go over that picture in my mind several times. And when I am ready to paint it, I have all the details I need." Explain what this quote means, then give an example of something Horace painted.

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4. How did Horace become famous?

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

Date: \_\_\_\_\_

long

Describe what makes Horace Pippin's art **remarkable**. Include two examples.

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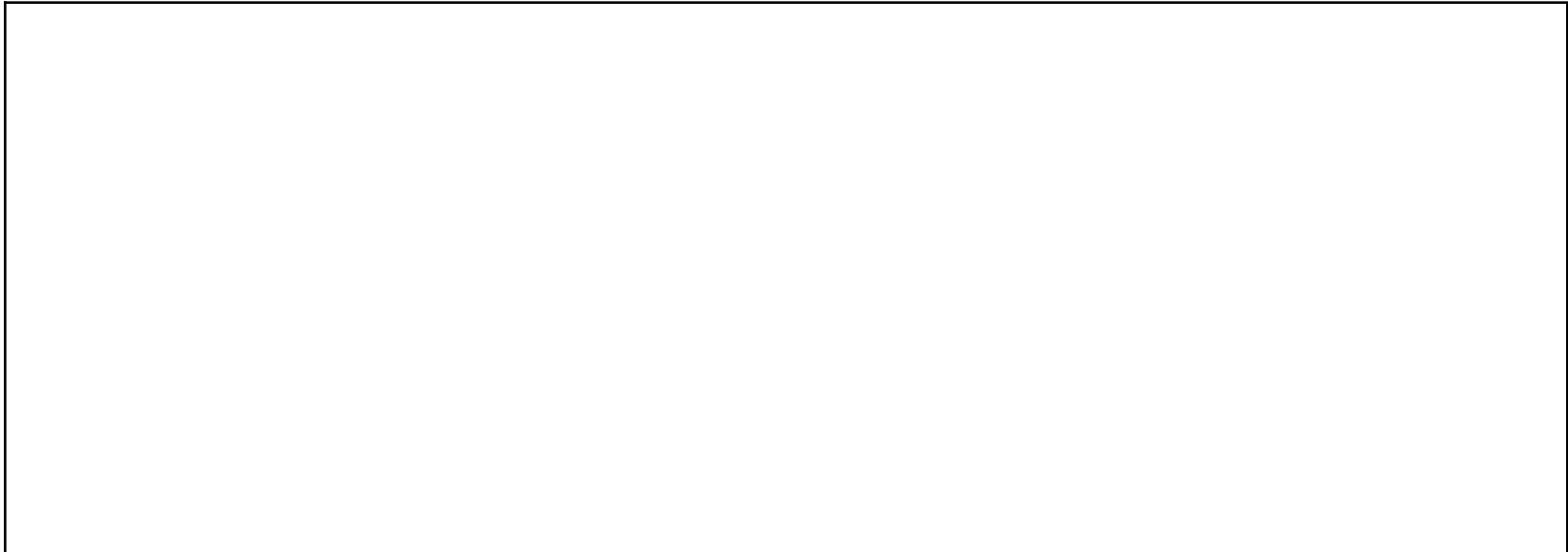
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Name: \_\_\_\_\_

## Possessive Noun Worksheet

### Language and Grammar Lesson

1. What is your favorite toy? Who is your favorite person? Draw a picture of a person, place, or thing that belongs to you. Then, write a caption with a possessive noun to let readers know that they belong specifically to you.



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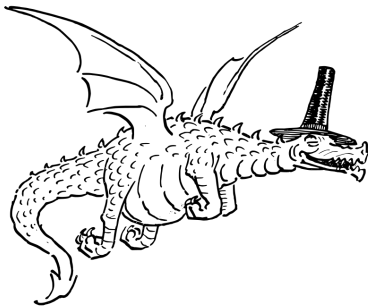
2. Look at the picture. Complete the sentence to match the picture.



The \_\_\_\_\_ train.



The \_\_\_\_\_ fish.



The \_\_\_\_\_ hat.

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

Date: \_\_\_\_\_

What is your favorite toy? Who is your favorite person? Draw a picture of a person, place, or thing that belongs to you. Then, write a caption with a possessive noun to let readers know that they belong specifically to you.



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

Date: \_\_\_\_\_

1. How did Jackson's **technique** compare with that of other painters? Give two specific examples.

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2. Describe how Jackson made his painting.

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3. What did Jackson do when his **inspiration** was gone? What can readers learn from him?

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4. What **techniques** did Jackson use when he was painting? Give two to three specific examples.

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

Date: \_\_\_\_\_

technique    inspiration    original

The author says that "Jackson Pollock is doing something **original**, painting in a way that no one has ever seen before." In what ways is Jackson's work **original**?

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

Date: \_\_\_\_\_

1. What was Don Lupe **passionate** about as a child?

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2. Why did Don Lupe move to León? What happened once he moved there?

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3. What are broadsides? How did creating broadsides help Don Lupe's career?

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4. Don Lupe made literary calaveras. What were they? How did they help his career?

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5. What is etching? What steps are included in this **technique**? Why did Don Lupe switch to etching?

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

Date: \_\_\_\_\_

Name two important facts about Don Lupe's early life.

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

Date: \_\_\_\_\_

1. What **inspired** Don Lupe to draw skeletons dancing and partying? What might he have been trying to teach?

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2. What **inspired** Don Lupe to draw a calavera wearing a hat? What might he have been trying to teach?

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3. What **inspired** Don Lupe to draw wild skeletons racing and trampling one another? What might he have been trying to teach?

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4. When did Don Lupe, or Posada, become famous?

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

Date: \_\_\_\_\_

influential

Why is Don Lupe, or Posada, **influential**? Name two reasons.

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

Date: \_\_\_\_\_

1. Describe the difference between classical painting and cubism.

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2. What project was Diego asked to do? How did he find **inspiration** for the project?

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3. What was Diego's main purpose when painting different murals? Give specific examples of the types of murals he created and how they met his purpose.

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4. What other important history and traditions did Diego paint in his murals? Give two specific examples.

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5. The author says that "Diego's **murals** teach us about the past. But they also show a better future for the common people." What evidence does the author give to support this point?

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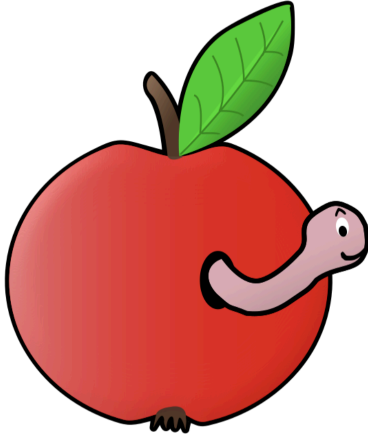

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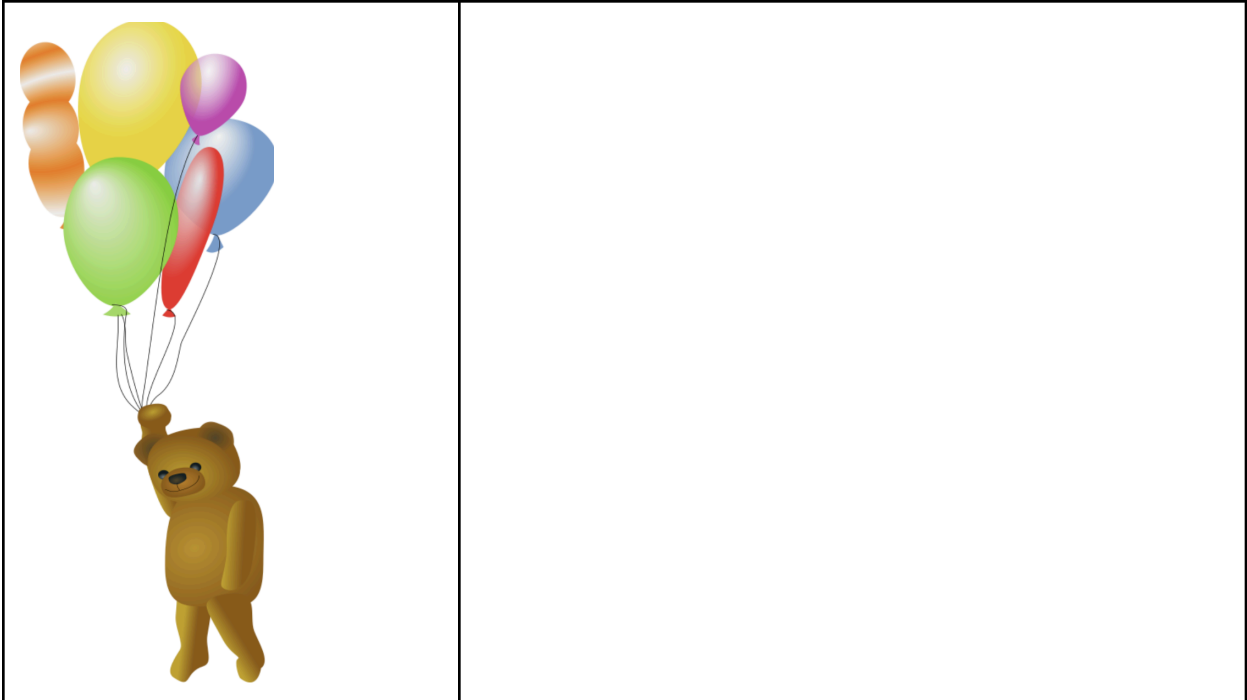
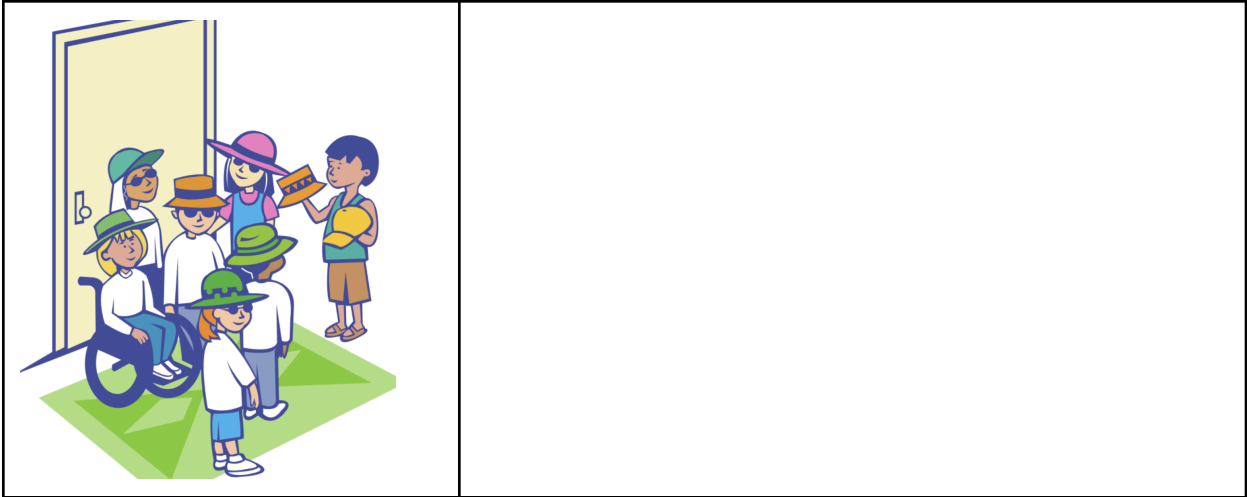
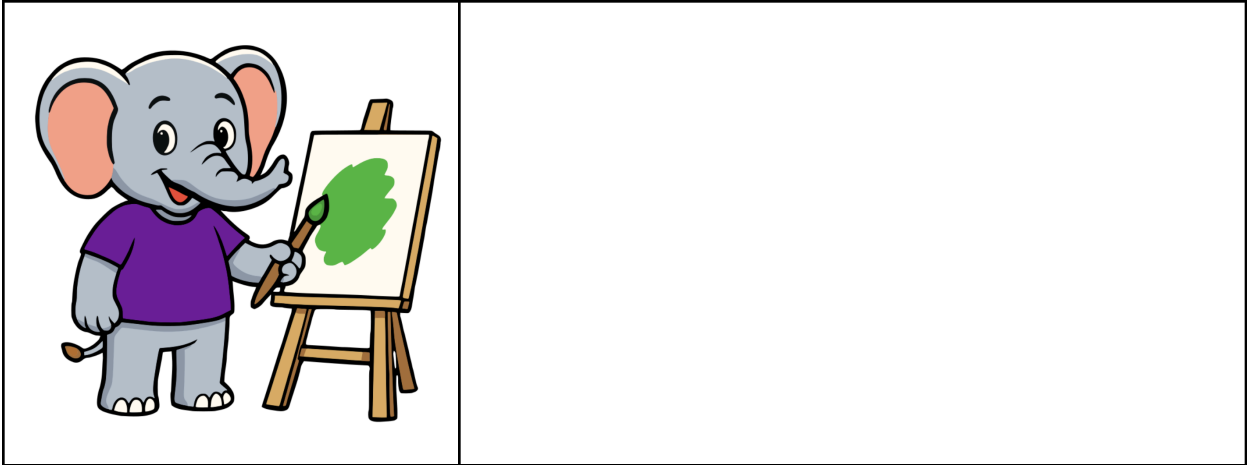
Name: \_\_\_\_\_

# Possessive Noun Worksheet

## Language and Grammar Lesson

Write a caption to describe the illustration using a possessive noun.



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

Date: \_\_\_\_\_

mural

Why is Diego Rivera's art important? Include two reasons.

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

Date: \_\_\_\_\_

1. How was Frida like her parrot, Bonito?

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2. How was Frida like her fawn, Granizo?

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3. How was Frida like her cat?

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4. How was Frida like her eagle?

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5. Where did Frida get her **inspiration** to paint?

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

## Noun Sort Worksheet

### Language and Grammar Lesson

Read the sentences. Does the sentence have a noun, possessive noun, or plural possessive noun? Sort the sentences into the correct category below.

Noun	Possessive Noun	Plural Possessive Noun

<p>Frida found a group of friends.</p>	<p>Frida's father was a photographer.</p>	<p>Frida was independent, like a cat!</p>
<p>Frida's black cat was playful.</p>	<p>The dogs' blanket is pretty.</p>	<p>The animalitos' pyramid was outside.</p>

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

Date: \_\_\_\_\_

resourceful

In what ways was Frida Kahlo **resourceful**? Provide two examples.

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

Date: \_\_\_\_\_

1. How does the author show that Jean-Michel was proud of his art?

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2. How did Jean-Michel's mom play an important role in his life and artwork? Give two examples.

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3. What challenges did Jean-Michel face? How did they impact him?

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4. Why did Jean-Michel move to New York City? What did he do there?

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5. How did Jean-Michel feel about his work?

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

Date: \_\_\_\_\_

radiant

How was Jean-Michel **radiant**? Provide two examples.

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

Date: \_\_\_\_\_

1. How did the people at the powwow feel about Ria's dance?

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2. What challenges did Ria overcome?

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3. What gift did Ria receive? How did Ria feel about the gift?

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4. What makes dance important to Ria?

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

Date: \_\_\_\_\_

autobiography strong

How is Ria Thundercloud **strong**? Provide two examples.

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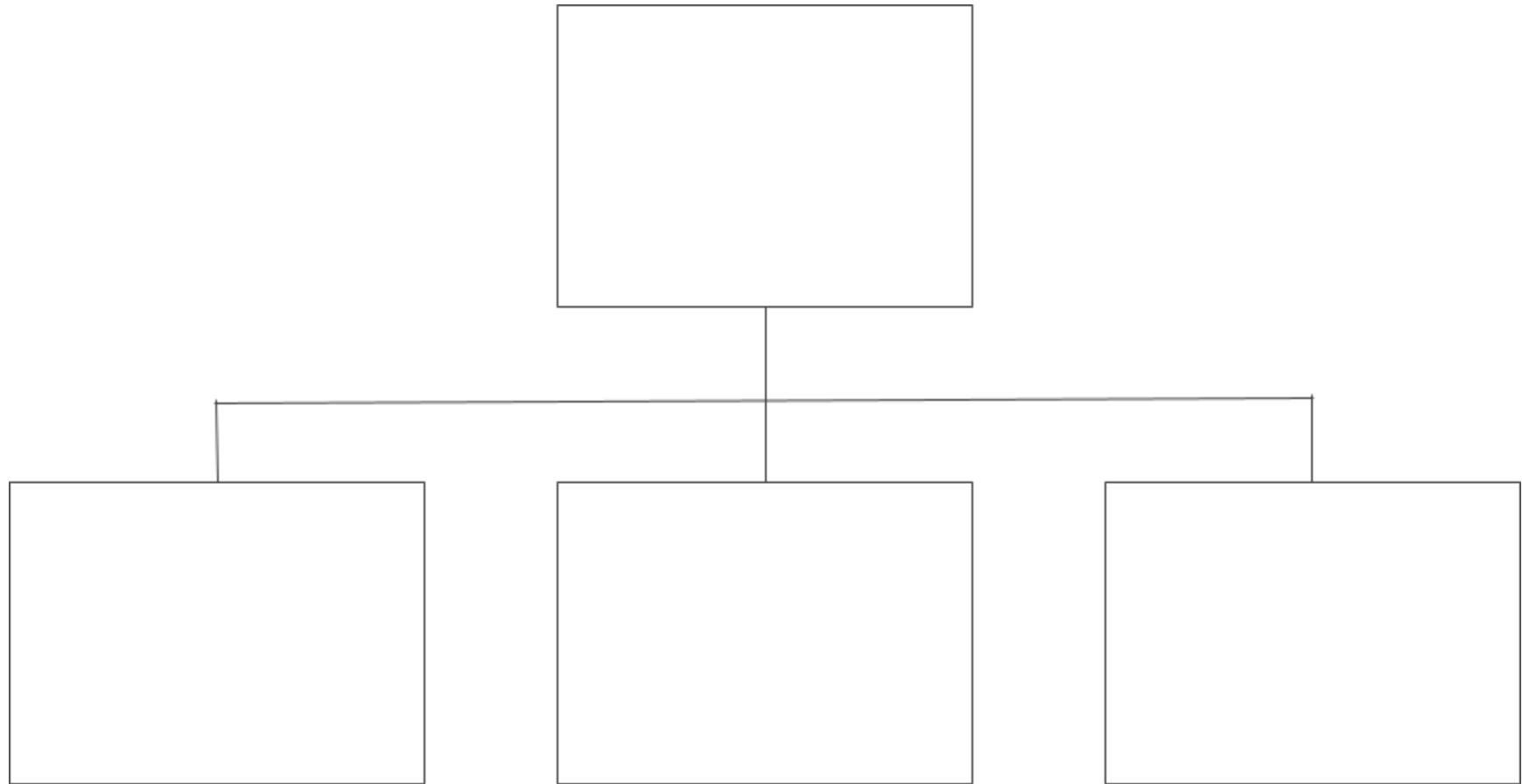
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

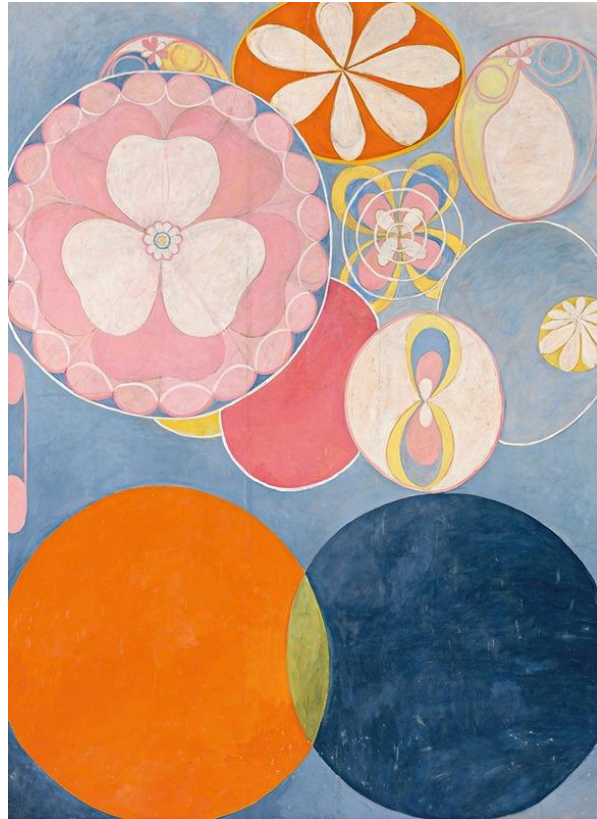
# Main Idea and Details Graphic Organizer

## K-5th Grade English Language Arts



## Mentor Text 1

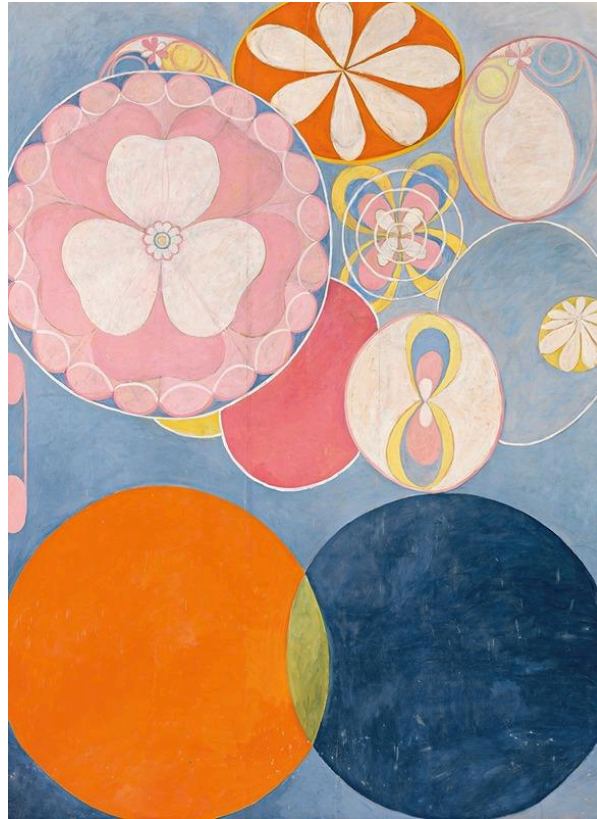
Hilma af Klint's *Remarkable No. 2, Childhood*



I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art. She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life. Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art. Don't you think Hilma af Klint left behind a **remarkable legacy**?

## Nonexemplar Mentor Text

Hilma af Klint's *Remarkable No. 2, Childhood*



She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life. Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art. I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art.

## Opinion Text Structure Worksheet

### Posada's *Calaveras*

Posada used printing **techniques** to create calaveras that teach life lessons and express Posada's opinions.

Posada created the calaveras, or skeletons, that are now a famous part of the Day of the Dead.

What could be more **influential** than a calavera teaching an important life lesson?

I believe Jose Guadalupe Posada's *Calaveras* are **influential**.

His art helped others to question important topics like being kind and slowing down.

## Hilma af Klint's Remarkable *No. 2, Childhood*

She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life.

Don't you think Hilma af Klint left behind a **remarkable legacy**?

Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art.

I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art.

## Revision Text 1

### Example #1

José Guadalupe Posada's *Calaveras* are **influential**. Posada created the calaveras that are now a famous part of the Day of the Dead. Posada used printing **techniques** to create calaveras that teach life lessons and express Posada's opinions. His art helped others to question important topics. What could be more **influential** than a calavera teaching an important life lesson?

### Example #2

Horace Pippin's art piece *School Studies* is **remarkable**. Pippin painted the scene based on his life experience. He painted with an arm injury from serving in the war. He used bold colors in his artwork. Isn't Horace Pippin's **legacy remarkable**?

# Revision Strategy Menu



## Add

**Ask yourself:** "What can I add to make my writing clearer and to expand on the information provided?"

### Missing Opinion Phrase

Opinion phrases:

- I prefer \_\_\_\_\_
- I feel \_\_\_\_\_
- In my opinion \_\_\_\_\_

Example:

I feel Hilma af Klint's artwork is remarkable.

### Missing Linking Words

Linking words:

- because
- and
- so
- but
- for example

Example:

I feel Hilma af Klint's artwork is remarkable because she was one of the first people to make abstract art.

### Missing Explanations

Strategies:

- Add reason *why* statement is true
- Add details
- Give an example

Example:

I feel Hilma af Klint's artwork is remarkable because she was one of the first people to make abstract art.

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

Date: \_\_\_\_\_

As an art critic, readers of *Beyond the Brush* want to hear your thoughts and analysis of famous works by artists such as Horace Pippin, Jackson Pollock, José Guadalupe Posada, and others. Write an article critiquing one piece of art. In your critique, give 2–3 reasons why the artwork is **remarkable** or **influential**.

In your article, be sure to include:

- Details about the artist's **legacy**
- The artist's **technique**
- Specific details from the artwork that support your ideas

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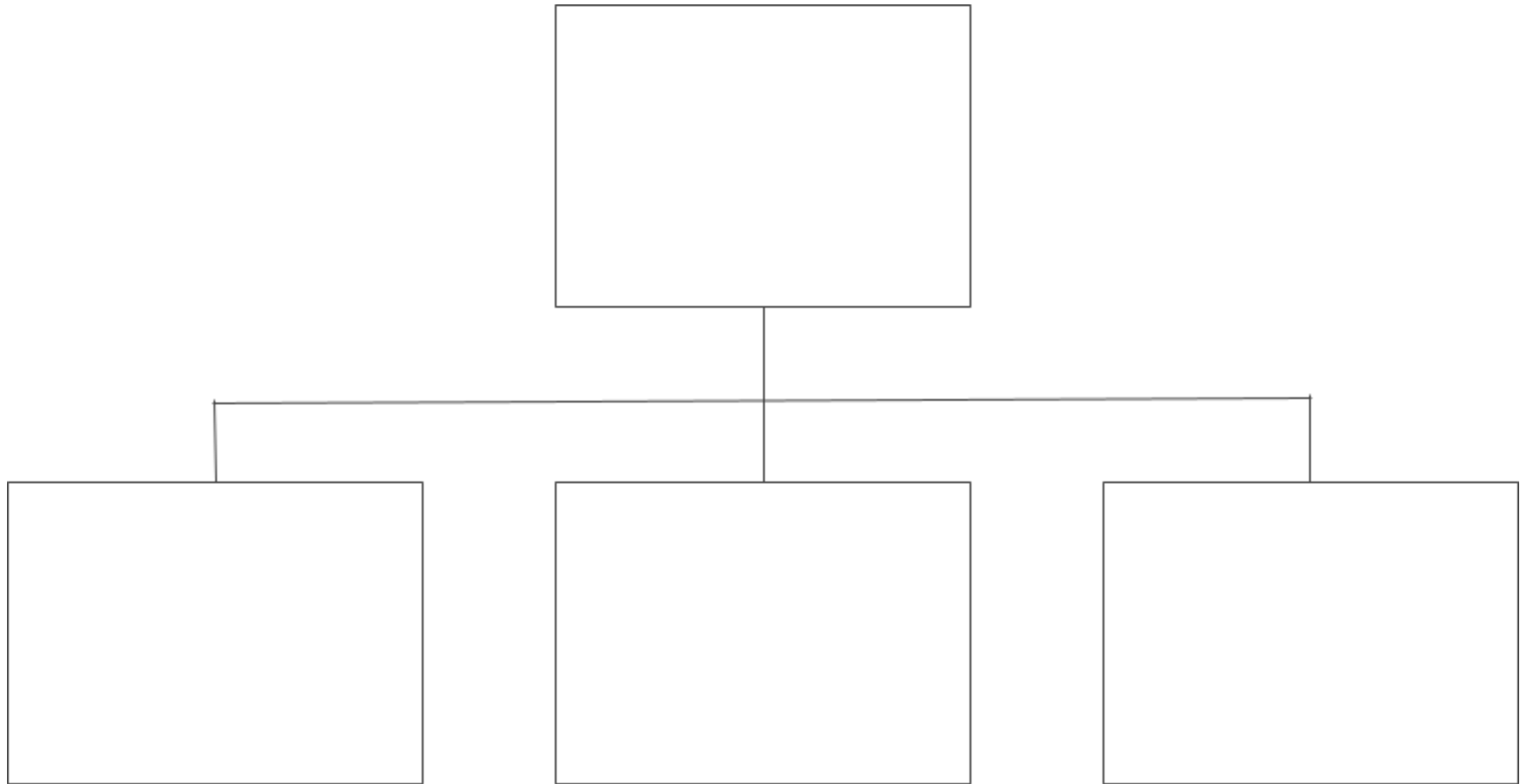
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

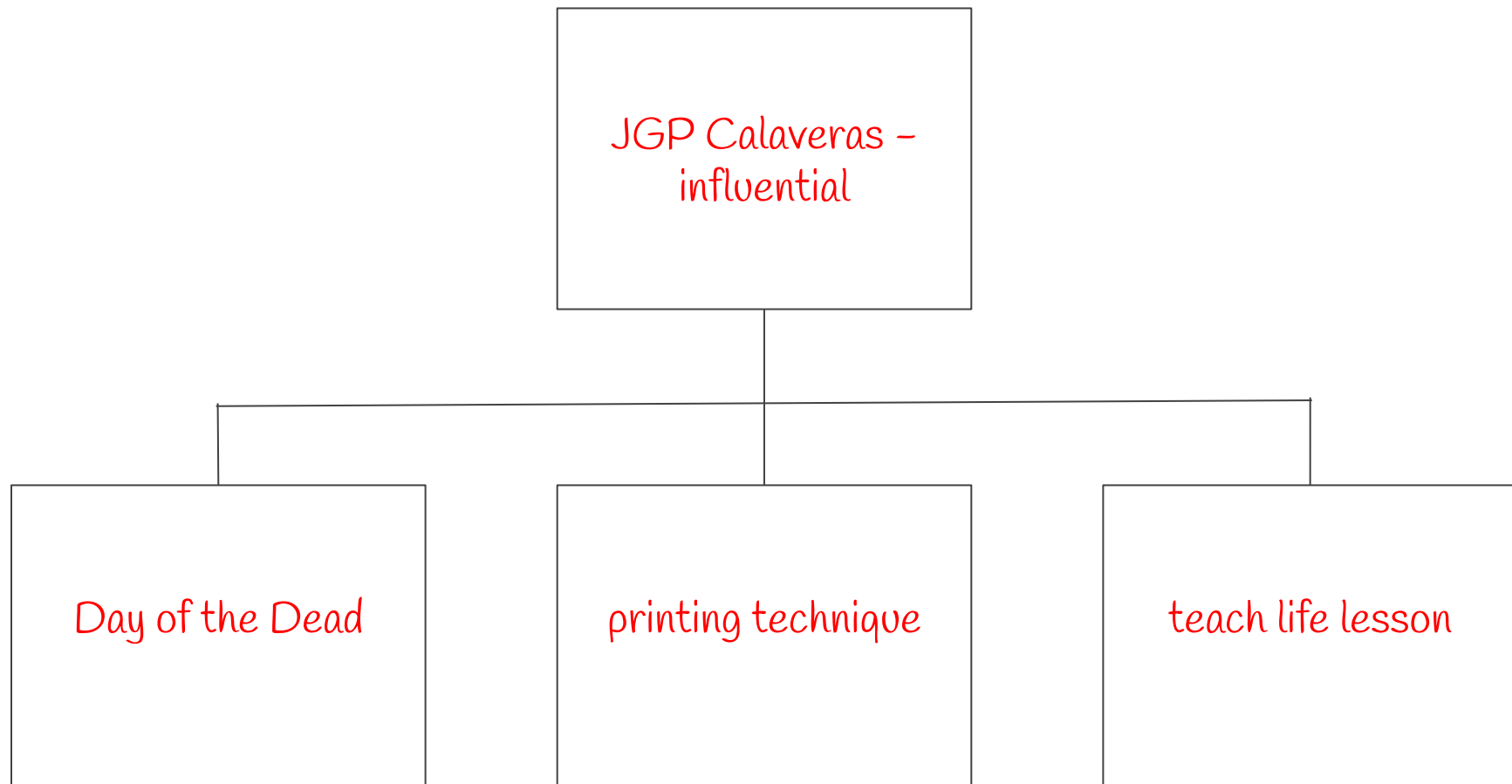
# Main Idea and Details Graphic Organizer

## K-5th Grade English Language Arts



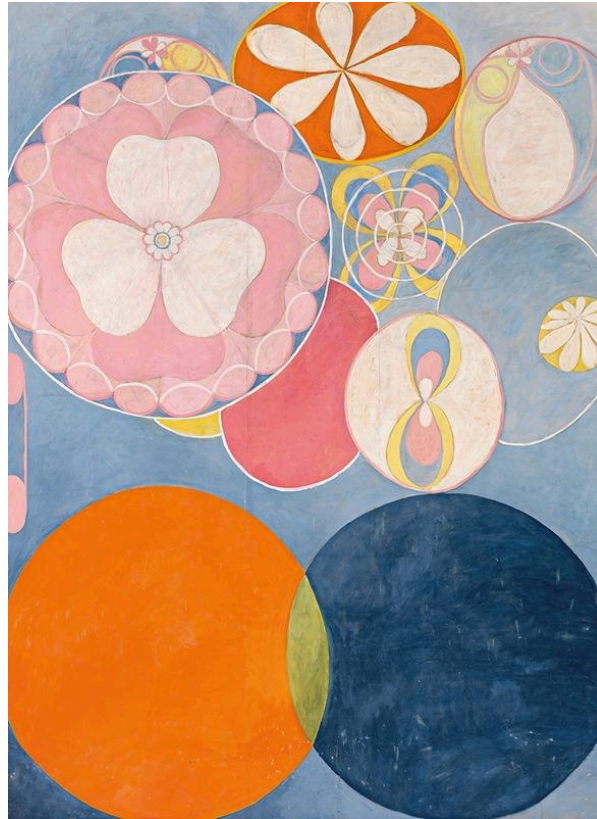
# Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



## Mentor Text 1

Hilma af Klint's *Remarkable No. 2, Childhood*



I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art. She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life. Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art. Don't you think Hilma af Klint left behind a **remarkable legacy**?

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

Date: \_\_\_\_\_

Select an artwork to critique. Brainstorm 2–3 reasons to support that the artist and their artwork are **remarkable** or **influential**.

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## Mentor Text 1

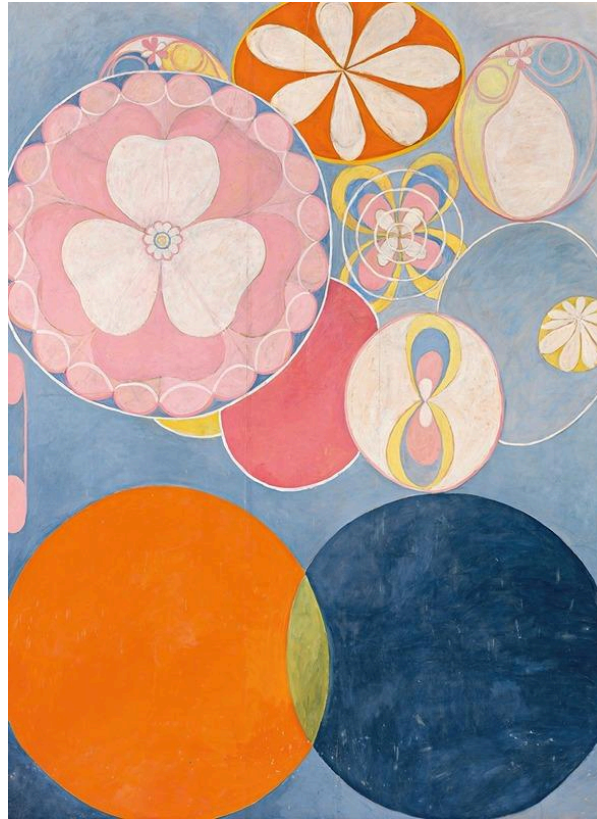
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## Nonexemplar Mentor Text

Hilma af Klint's *Remarkable No. 2, Childhood*



She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life. Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art. I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art.

## Opinion Text Structure Worksheet

### Posada's *Calaveras*

Posada used printing **techniques** to create calaveras that teach life lessons and express Posada's opinions.

Posada created the calaveras, or skeletons, that are now a famous part of the Day of the Dead.

What could be more **influential** than a calavera teaching an important life lesson?

I believe Jose Guadalupe Posada's *Calaveras* are **influential**.

His art helped others to question important topics like being kind and slowing down.

## Hilma af Klint's Remarkable *No. 2, Childhood*

She used bright colors and strong lines to paint ideas and feelings, not just what she saw in real life.

Don't you think Hilma af Klint left behind a **remarkable legacy**?

Klint's paintings were kept hidden for 20 years after her death because it was not easy for women to be artists or to make abstract art.

I feel Hilma af Klint's artwork is **remarkable** because she was one of the first people to make abstract art.

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

Date: \_\_\_\_\_

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- The artist's **technique**
- Specific details from the artwork that support your ideas

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## Revision Text 1

### Example #1

José Guadalupe Posada's *Calaveras* are **influential**. Posada created the calaveras that are now a famous part of the Day of the Dead. Posada used printing **techniques** to create calaveras that teach life lessons and express Posada's opinions. His art helped others to question important topics. What could be more **influential** than a calavera teaching an important life lesson?

### Example #2

Horace Pippin's art piece *School Studies* is **remarkable**. Pippin painted the scene based on his life experience. He painted with an arm injury from serving in the war. He used bold colors in his artwork. Isn't Horace Pippin's **legacy remarkable**?

# Revision Strategy Menu



## Add

**Ask yourself:** "What can I add to make my writing clearer and to expand on the information provided?"

### Missing Opinion Phrase

Opinion phrases:

- I prefer \_\_\_\_\_
- I feel \_\_\_\_
- In my opinion \_\_\_\_\_

Example:

I feel Hilma af Klint's artwork is remarkable.

### Missing Linking Words

Linking words:

- because
- and
- so
- but
- for example

Example:

I feel Hilma af Klint's artwork is remarkable because she was one of the first people to make abstract art.

### Missing Explanations

Strategies:

- Add reason *why* statement is true
- Add details
- Give an example

Example:

I feel Hilma af Klint's artwork is remarkable because she was one of the first people to make abstract art.

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

Date: \_\_\_\_\_

After drafting your opinion writing piece, it is time to revise and edit. Reread your critique of one piece of artwork. Revisit the feedback from your classmates. Then, revise your writing by adding opinion phrases, linking words, or explanations to make your writing clearer to readers.

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

# Art-Inspired Poetry Graphic Organizer

Title of Art Piece: \_\_\_\_\_

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

<b>Notice the details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

## Art-Inspired Poetry Graphic Organizer

Title of Art Piece: *Self-Portrait with Thorn Necklace and Hummingbird* by Frida Kahlo

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?
<i>Thorn Necklace</i>  <i>Tangled around neck</i>	<i>Stuck</i>  <i>Poking her</i>	<i>Painful, hurt</i>
<i>Big, green leaves</i>	<i>In a forest</i>	<i>Calm</i>
<i>Frida's straight face</i>  <i>Staring, no smile</i>	<i>Not reacting to the thorns</i>  <i>Pretending</i>	<i>Unamused</i>  <i>Calm</i>

<b>Notice the details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

## Mentor Text 2

### *On School Studies*

Snow on the sill, snow on the sill,  
Gray walls stand quiet, gray walls stand still.  
Cold winds are blowing, cold winds may roam,  
But love keeps us warm in our home.

Brewing the tea, heating the kettle,  
Mother makes tea for me and for you.  
Children play gently, never to roam,  
But love keeps us warm in our home.

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

## Art-Inspired Poetry Graphic Organizer

Title of Art Piece: *School Studies* by Horace Pippin

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?
<i>gray, cracked walls</i>  <i>ice on window</i>	<i>cold inside</i>  <i>winter</i>	<i>cold</i>
<i>colorful rug, kid with doll</i>	<i>playing</i>	<i>peaceful</i>

<b>Notice the details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

## Revision Text 2

### Example #1

Inspired by *School Studies*

Mama warms the pot of tea,  
By the stove so patiently.  
Children play on rugs so bright,  
Color dancing in the light.

### Example #2

Inspired by Frida Kahlo's *Self-Portrait*

Frida stands in leaves so green,  
Quiet, still, her face is seen.  
Necklace thorns, they poke and stay,  
But the hummingbird won't fly away.

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

Date: \_\_\_\_\_

Oftentimes, poets find **inspiration** from other artists' work. Select one **remarkable** piece of art that you have studied. Write a poem to describe the painting. Your poem should include:

- 2-3 details from the painting
- Repetition to highlight an idea or feeling

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

# Art-Inspired Poetry Graphic Organizer

Title of Art Piece: \_\_\_\_\_

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

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## Art-Inspired Poetry Graphic Organizer

Title of Art Piece: *Self-Portrait with Thorn Necklace and Hummingbird* by Frida Kahlo

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?
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<i>Frida's straight face</i>  <i>Staring, no smile</i>	<i>Not reacting to the thorns</i>  <i>Pretending</i>	<i>Unamused</i>  <i>Calm</i>

<b>Notice the details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

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

Date: \_\_\_\_\_

repetition

Select a piece of artwork that **inspires** you. Observe the artwork closely. What colors, shapes, lines, and objects do you see? What is happening in the artwork? Collect and describe your noticings on the [Art-Inspired Poetry Graphic Organizer \(G1, U5, L13\)](#).

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## Mentor Text 2

### *On School Studies*

Snow on the sill, snow on the sill,  
Gray walls stand quiet, gray walls stand still.  
Cold winds are blowing, cold winds may roam,  
But love keeps us warm in our home.

Brewing the tea, heating the kettle,  
Mother makes tea for me and for you.  
Children play gently, never to roam,  
But love keeps us warm in our home.

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

## Art-Inspired Poetry Graphic Organizer

Title of Art Piece: *School Studies* by Horace Pippin

<b>Notice the Details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?
<i>gray, cracked walls</i>  <i>ice on window</i>	<i>cold inside</i>  <i>winter</i>	<i>cold</i>
<i>colorful rug, kid with doll</i>	<i>playing</i>	<i>peaceful</i>

<b>Notice the details:</b> Colors, Shapes, Lines, Objects	<b>Meaning:</b> What's happening?	<b>Feeling:</b> How does it make you feel?

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

Date: \_\_\_\_\_

Oftentimes, poets find **inspiration** from other artists' work. Select one **remarkable** piece of art that you have studied. Write a poem to describe the painting. Your poem should include:

- 2–3 details from the painting
- Repetition to highlight an idea or feeling

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## Revision Text 2

### Example #1

Inspired by *School Studies*

Mama warms the pot of tea,  
By the stove so patiently.  
Children play on rugs so bright,  
Color dancing in the light.

### Example #2

Inspired by Frida Kahlo's *Self-Portrait*

Frida stands in leaves so green,  
Quiet, still, her face is seen.  
Necklace thorns, they poke and stay,  
But the hummingbird won't fly away.

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

Date: \_\_\_\_\_

What is the most important idea or feeling readers should know about the painting? Revise your poem by adding a repeated phrase to emphasize an idea or feeling.

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

## Music Observation Worksheet

<b>Title:</b>	
<b>Listen:</b> List 5 words or phrases	<b>Wonder:</b> What does this song make you wonder? What do you want to know more about?
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
<b>Connect:</b> If this song were a painting, what would it look like?	

**Title:**

**Listen:** List 5 words or phrases

**Wonder:** What does this song make you wonder? What do you want to know more about?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Connect:** If this song were a painting, what would it look like?

**Title:**

**Listen:** List 5 words or phrases

**Wonder:** What does this song make you wonder? What do you want to know more about?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Connect:** If this song were a painting, what would it look like?

**Title:**

**Listen:** List 5 words or phrases

**Wonder:** What does this song make you wonder? What do you want to know more about?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Connect:** If this song were a painting, what would it look like?

**Title:**

**Listen:** List 5 words or phrases

**Wonder:** What does this song make you wonder? What do you want to know more about?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Connect:** If this song were a painting, what would it look like?

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

Date: \_\_\_\_\_

Imagine you are a DJ at the local radio station. It's time to introduce the next song you will play for the listeners throughout town. Which of the songs will you play? What will you say to capture listeners' attention and to build excitement about the upcoming tune?

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

Date: \_\_\_\_\_

1. Why did Duke change his mind about the piano?

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2. How did Duke's love of music **inspire** him? Give two specific examples.

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3. How did Duke Ellington's life change in 1927?

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4. What does it mean to **improvise**? What did Duke and his orchestra sound like when they **improvised**? Give specific examples.

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5. Why was Duke **successful**? Give two specific examples.

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

Date: \_\_\_\_\_

improvise    compose    genius    successful

The author states that "Because of Duke's **genius**, his orchestra now had a musical mix like no other" (28). How does the author show that Duke was a **genius**?

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

## Preposition Worksheet

### Language and Grammar Lesson

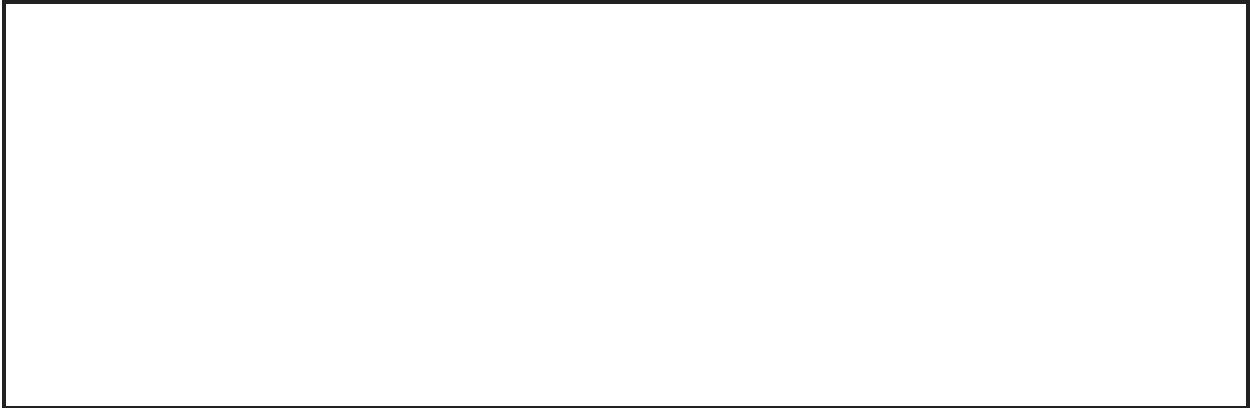
Match the sentence parts together to create a sentence that describes each illustration.

Duke sat	Duke's band played	to New York
on stage	The Washingtonians traveled	During the performance,
at the piano	the orchestra <b>improvised</b>	.
.	.	.

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

Date: \_\_\_\_\_

Match the sentence parts together to create a sentence that describes each illustration.



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

Date: \_\_\_\_\_

1. What was Marian's "**remarkable** gift"? How did Marian's gift influence the opportunities she had?

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2. What is **prejudice**? How did **prejudice** impact the opportunities that Marian had? How did she respond?

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3. Reread the sentence, "But Opera was simply the sun and the moon—a dream that seemed too far away to reach." What does this mean? Why did Marian feel this way?

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4. What **humiliations** did Marian endure while traveling and singing? How did Marian resist unfair treatment?

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

Date: \_\_\_\_\_

humiliations    prejudice    segregation    dignity

How did Marian resist unfair treatment, like **prejudice** and **segregation**? Include two examples.

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

Date: \_\_\_\_\_

1. How did Mr. Boghetti respond when Marian tried to audition? Why did he change his mind?

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2. Why did Marian decide to go to Europe? How did she feel about the trip?

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3. What happened when Marian returned to the United States? How did this compare to her experience performing in Europe?

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4. How did Marian feel about singing on the steps of the Lincoln Memorial? Why?

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5. How did people respond when Marian sang at the Lincoln Memorial? Why was this important?

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

Date: \_\_\_\_\_

denied    enraged

The author states that Marian "had become a symbol to her people" (p. 24).  
What does this mean? Include two examples.

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

Date: \_\_\_\_\_

1. Retell two to three key details about Carlos from 1947 and 1952.

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2. What was life like in Autlán de Navarro? Name two activities Carlos enjoyed and two challenges.

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3. What key events happened in Carlos's life in 1958?

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4. How did Carlos feel when he was playing la guitarra?

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5. What happened in Carlos's life in 1963?

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

Date: \_\_\_\_\_

How did music influence Carlos in his early life? Include two examples.

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

Date: \_\_\_\_\_

1. What happened in Carlos's life in 1964?

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2. What happened in Carlos's life in 1966?

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3. How were things beginning to change in 1968?

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4. What changed in 1968? How did Carlos respond?

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5. When did Carlos finally hear the angels sing?

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

## Words Working Together Worksheet 1

### Language and Grammar Lesson

Read the sentence. Find words within the sentence that answer each of the following questions:

1. At school, the students teased Carlos.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

2. Carlos ran away to Tijuana.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

3. In 1964, Carlos started a band.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

4. In New York, the Santana Blues Band performed at the Woodstock music festival.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

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

Date: \_\_\_\_\_

Why did the author title the book, *When Angels Sing...*?

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

Date: \_\_\_\_\_

1. What evidence does the author include to support the idea that "Clive loved music"?

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2. How did Clive change when he moved to New York? Give two to three specific examples.

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3. How did Kool Herc become DJ Kool Herc?

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4. How did DJ Kool Herc learn from his audience?

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5. How did DJ Kool Herc impact his community with his music?

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6. How did DJ Kool Herc put the "HIP HIP HOP, HIPPIITY HOP" into the world's heartbeat?

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

## Words Working Together Worksheet 2

### Language and Grammar Lesson

Read the sentence. Find words within the sentence that answer each of the following questions:

1. During the day, Clive watched King George set up.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

2. Clive disliked his new neighborhood in the Bronx.

<i>Who/what?</i>	<i>Is/was doing?</i>	<i>When? Where?</i>

3. Everyone made their way to Sedgwick Avenue.

<b><i>Who/what?</i></b>	<b><i>Is/was doing?</i></b>	<b><i>When? Where?</i></b>

4. During the breaks, DJ Kool Herc noticed that dancers danced.

<b><i>Who/what?</i></b>	<b><i>Is/was doing?</i></b>	<b><i>When? Where?</i></b>

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

Date: \_\_\_\_\_

Describe three of the key elements of Hip Hop. How did DJ Kool Herc help create each of them?

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

Date: \_\_\_\_\_

1. Why is music an important part of life in Tremé?

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2. What did Troy and his friends use as instruments?

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3. What happened when Trombone Shorty went to the New Orleans Jazz & Heritage Festival?

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4. What happened to Trombone Shorty after he played with Bo Diddley?

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5. How has Trombone Shorty been **successful**?

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

Date: \_\_\_\_\_

Why is Trombone Shorty **remarkable**? Include two examples.

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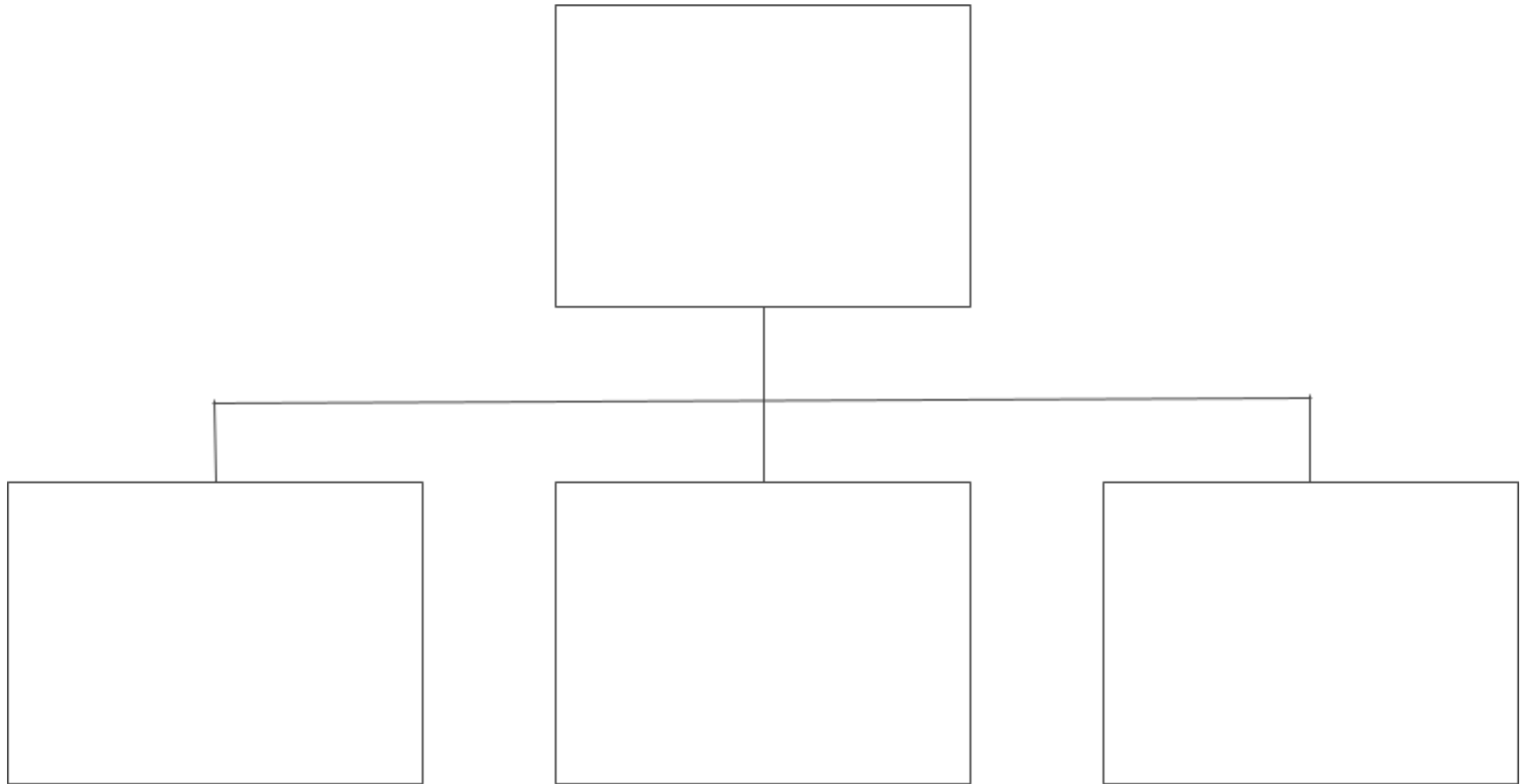
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Main Idea and Details Graphic Organizer

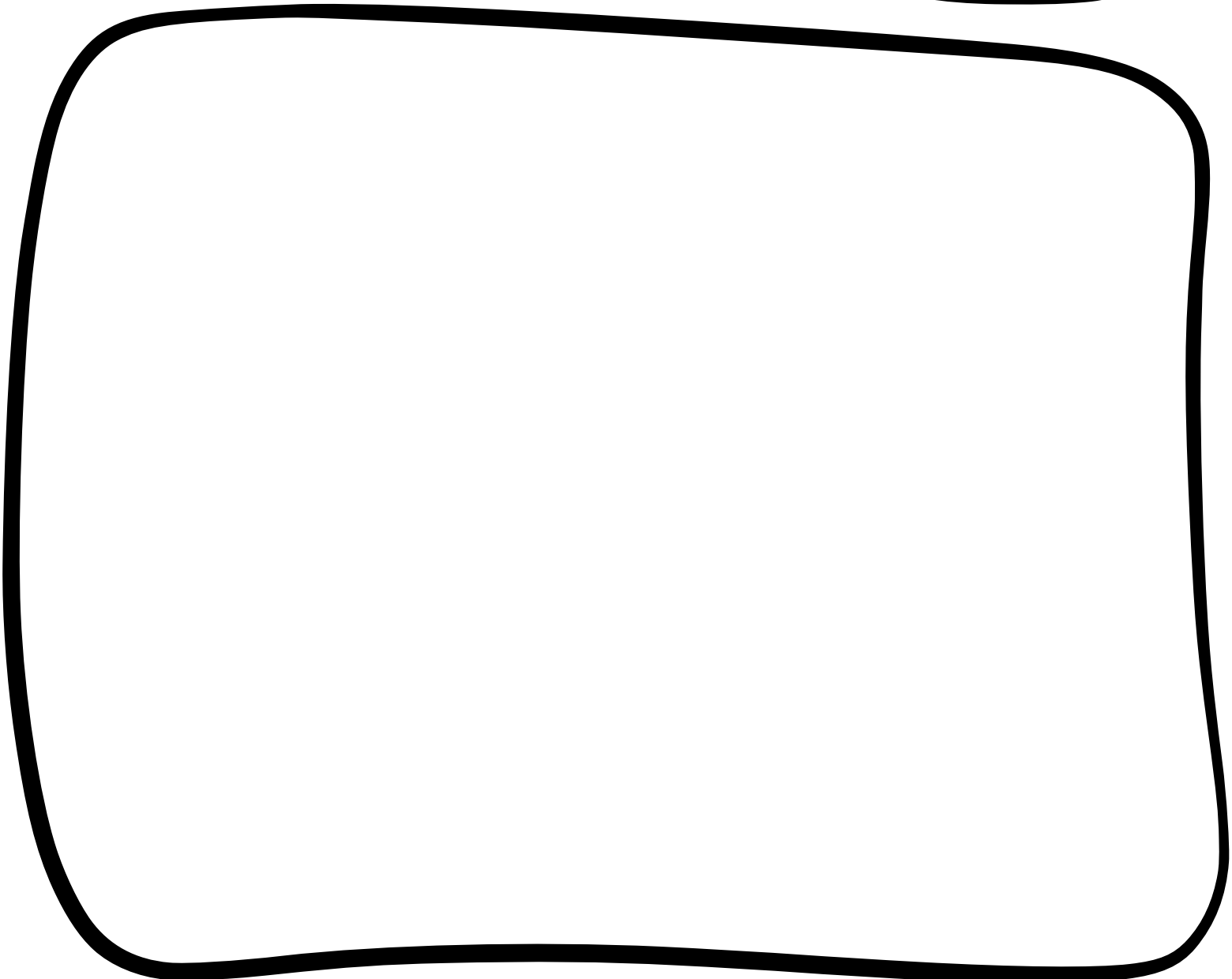
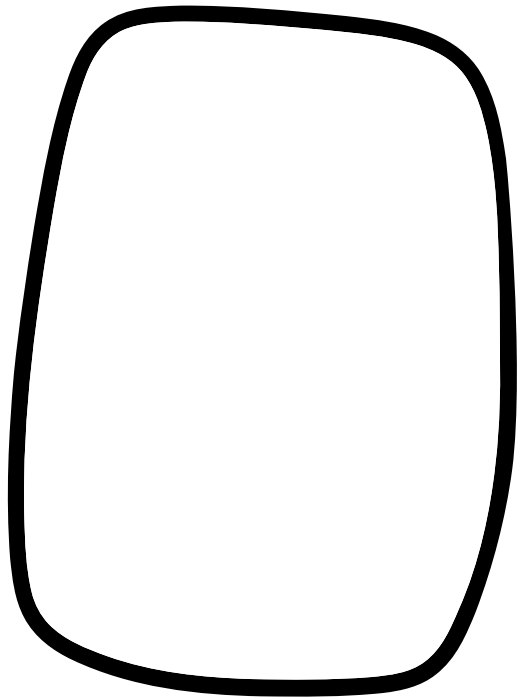
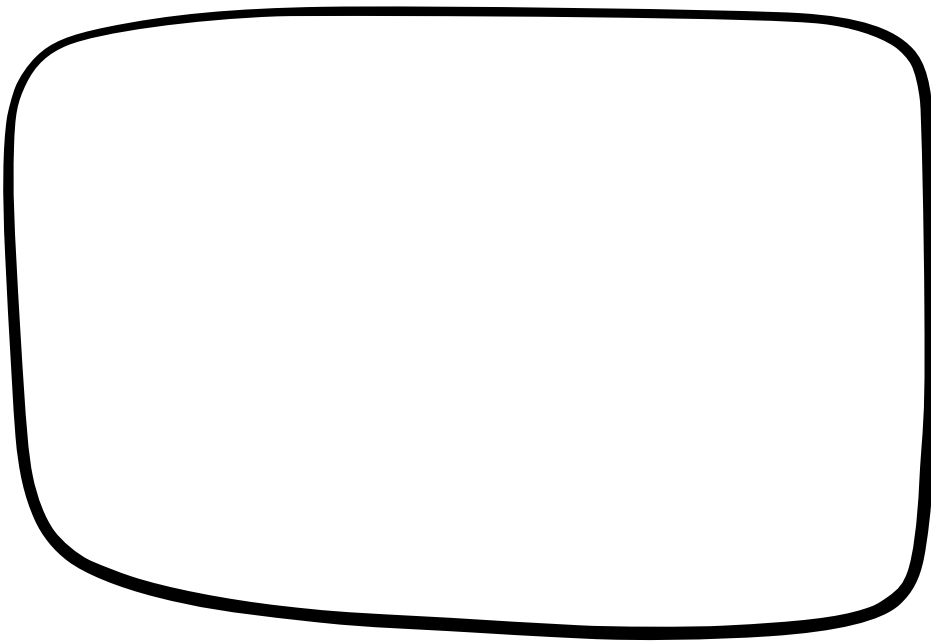
## K-5th Grade English Language Arts



Title

Illustration

Opinion Writing Piece



## Revision Text 3

### Example #1

I believe Carlos Santana is the best musician to celebrate! Carlos is a **passionate** guitarist. Carlos and his band, the Santana Blues Band, created music using a combination of Latin, blues, jazz, rock and roll, and Afro-Cuban music. Carlos performed for 400,000 people at the Woodstock music festival. Come celebrate Carlos Santana at the concert this Saturday!

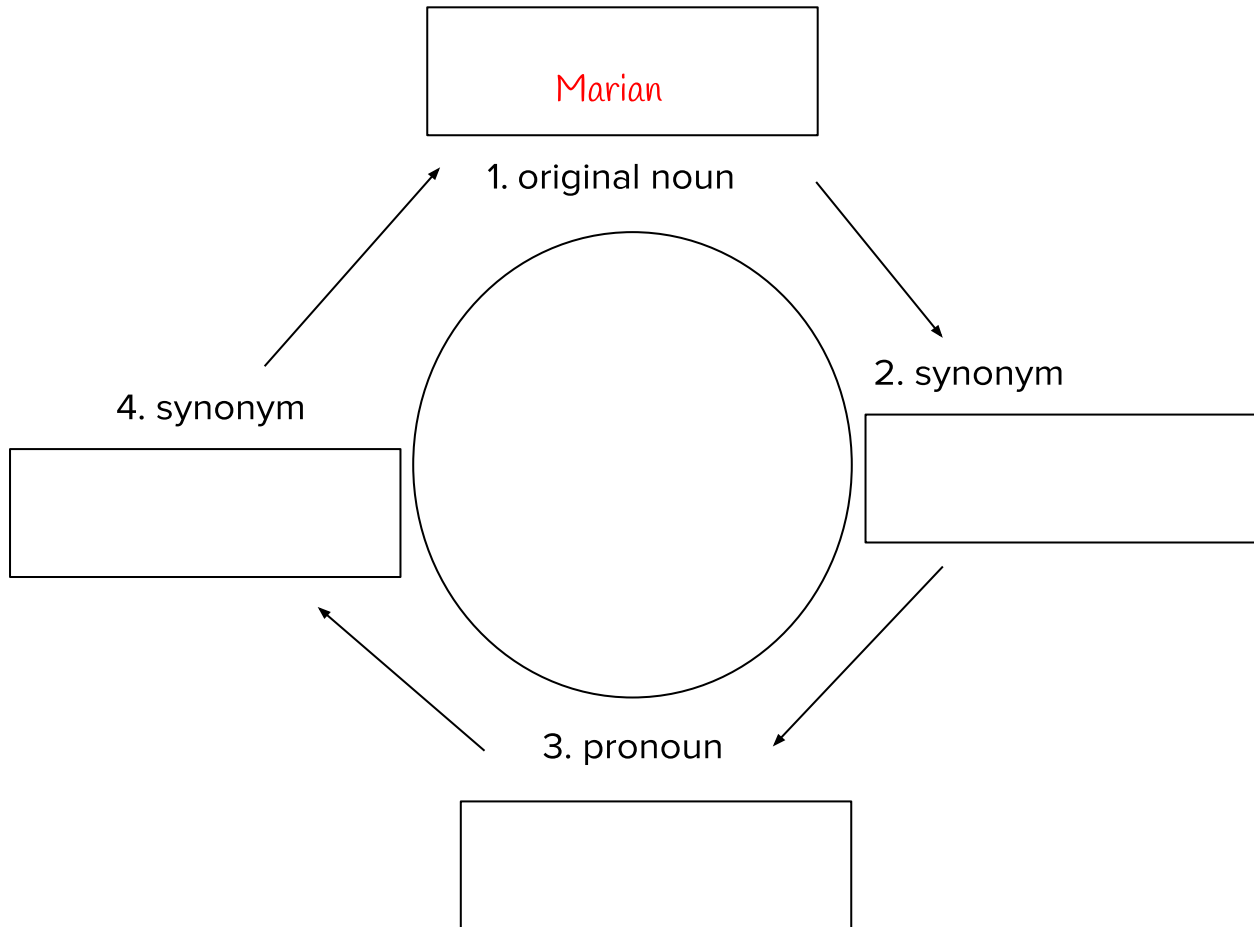
### Example #2

I think Marian Anderson was a **remarkable** singer who should be celebrated! Marian had a **radiant** voice. Marian did not give up, even when people were **prejudiced**. Marian sang about freedom in front of the Lincoln Memorial for 75,000 people. Come listen to Marian's songs at a concert celebrating her **genius**!

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

## Changing Repeated Nouns Worksheet

1. Brainstorm synonyms and a pronoun to replace the repeated noun, "Marian."

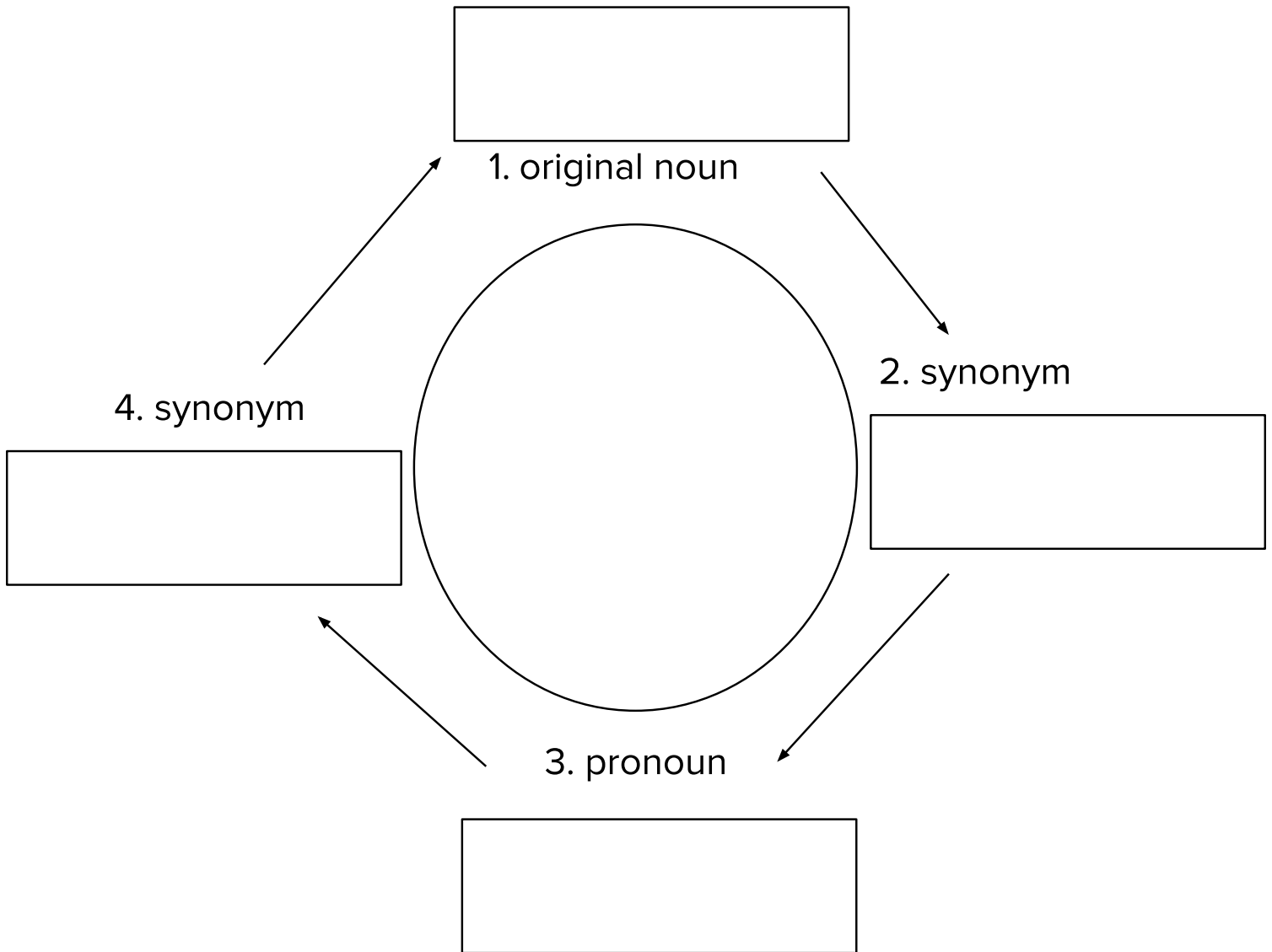


2. Edit the text. Use the wheel to change the repeated noun to a synonym or pronoun.

I think Marian Anderson was a **remarkable** singer who should be celebrated! Marian had a **radiant** voice. Marian did not give up, even when people were **prejudiced**. Marian sang about freedom in front of the Lincoln Memorial for 75,000 people. Come listen to Marian's songs at a concert celebrating her **genius**!

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

## Changing Repeated Nouns Wheel



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

Date: \_\_\_\_\_

You are planning a concert to celebrate one of the **successful** musicians we've studied in this unit. Decide which of the musician's songs to feature at the event. Then, design a flyer to convince community members to attend the concert.

In your flyer, be sure to include:

- An opinion statement stating why the musician should be celebrated
- Facts and details about the musician's **passions**, challenges, or **legacy**
- Specific details from the musician's song(s) that support your opinion

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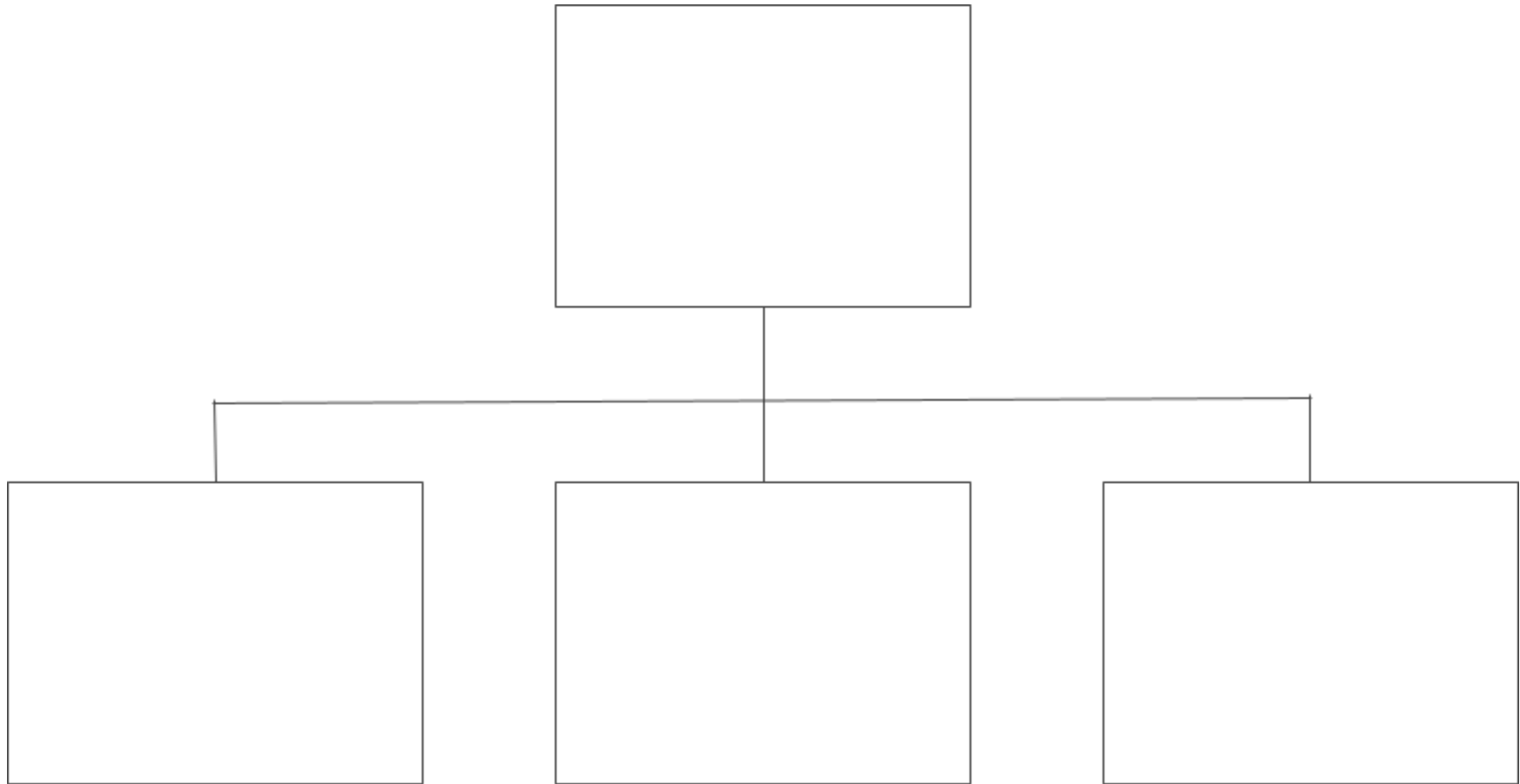
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Main Idea and Details Graphic Organizer

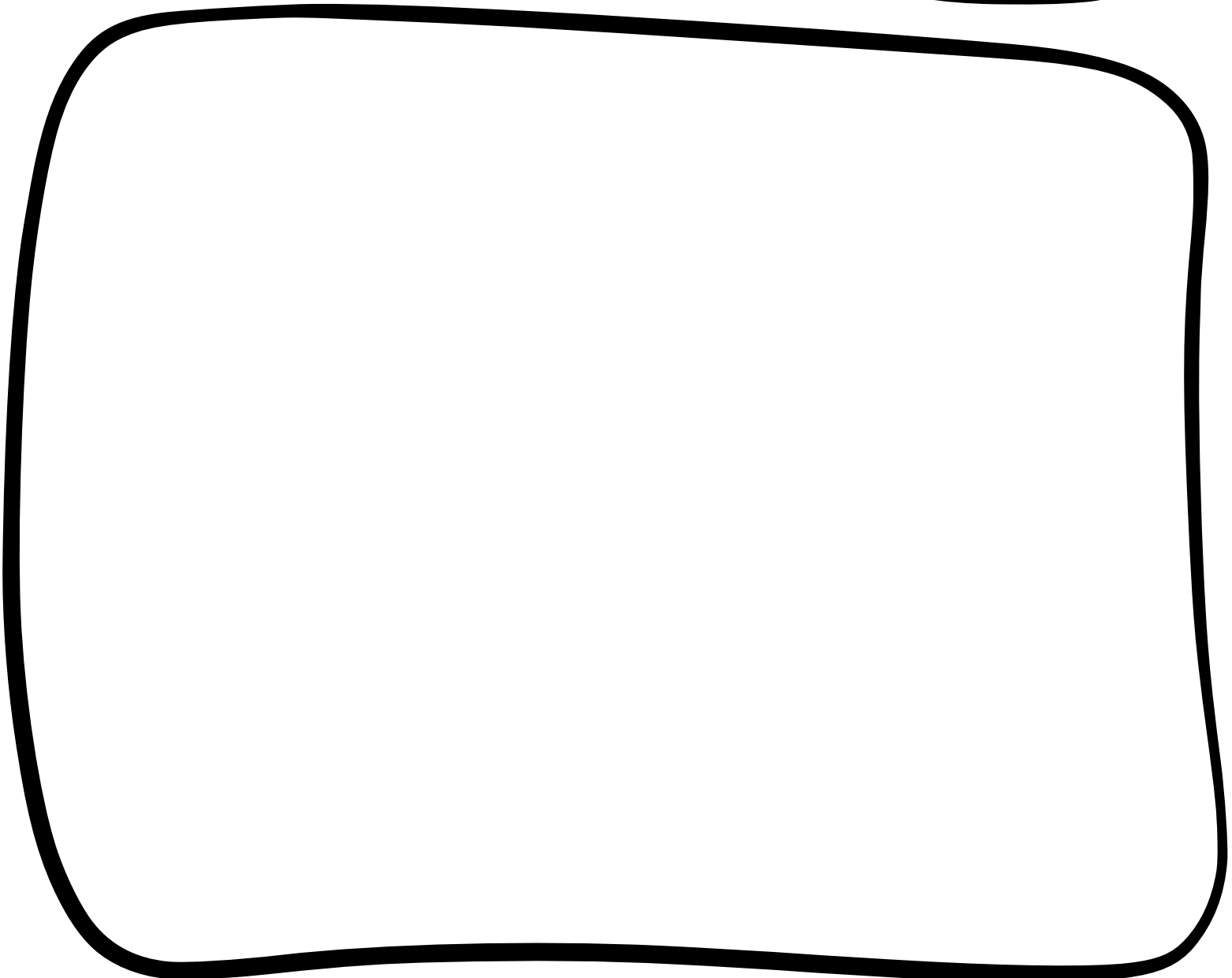
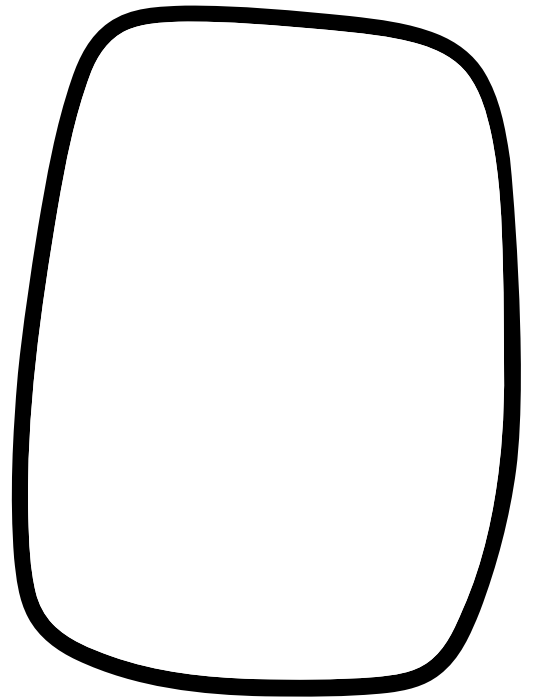
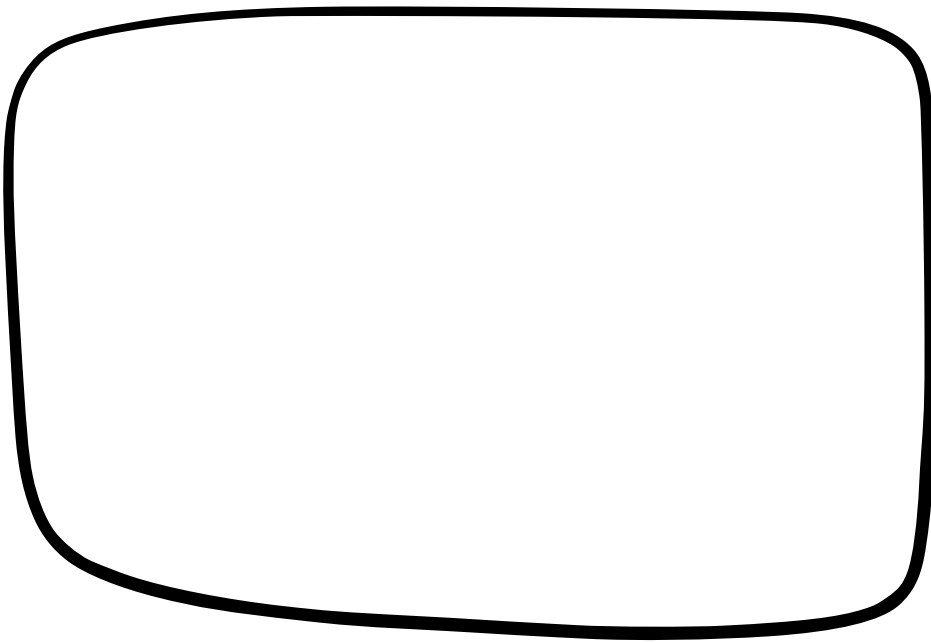
## K–5th Grade English Language Arts



Title

Illustration

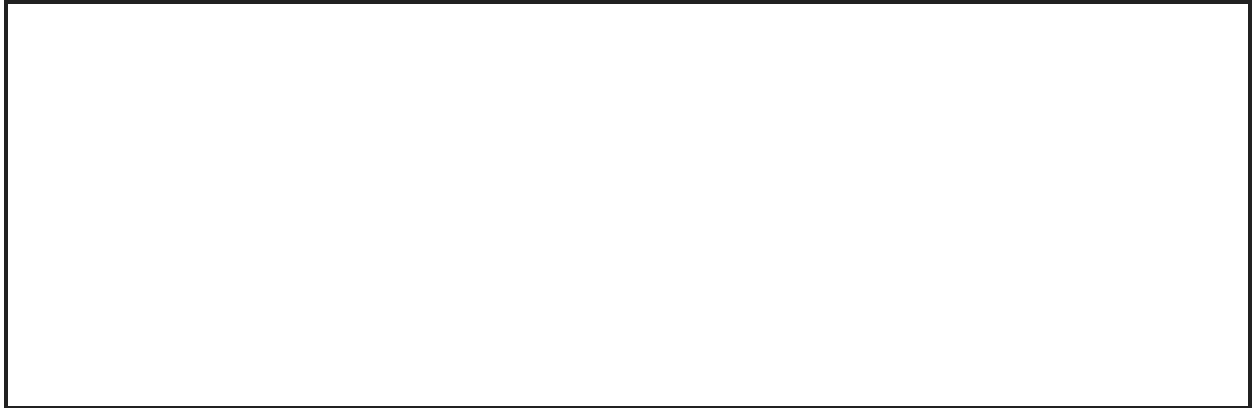
Opinion Writing Piece



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

Date: \_\_\_\_\_

Choose one **successful** musician, and brainstorm reasons why people should attend a concert in celebration of the musician. Use the [Main Idea and Details Graphic Organizer \(GK-5\)](#).



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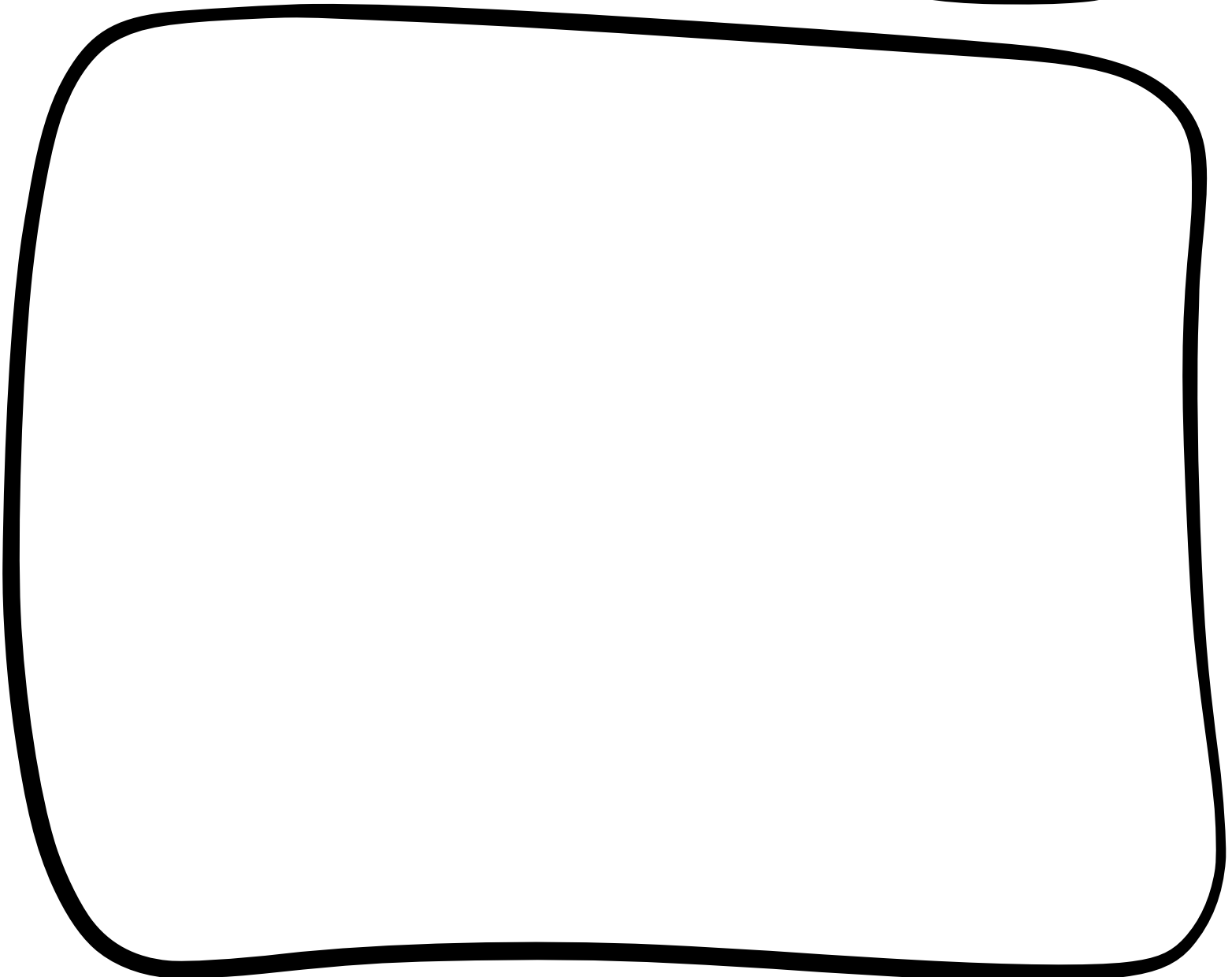
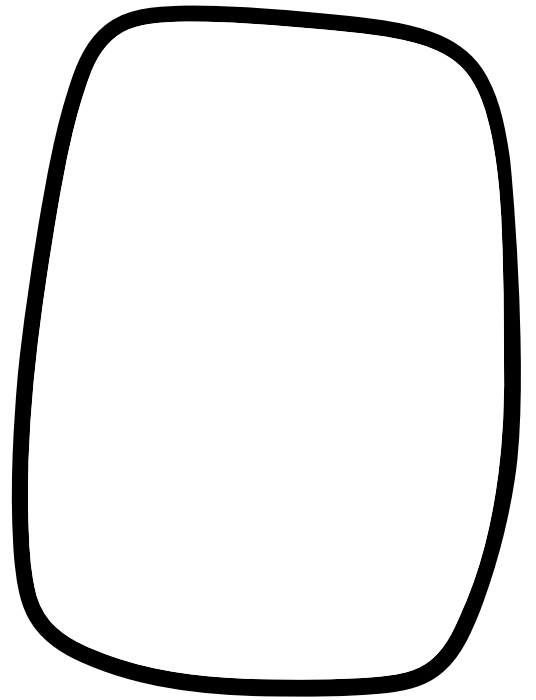
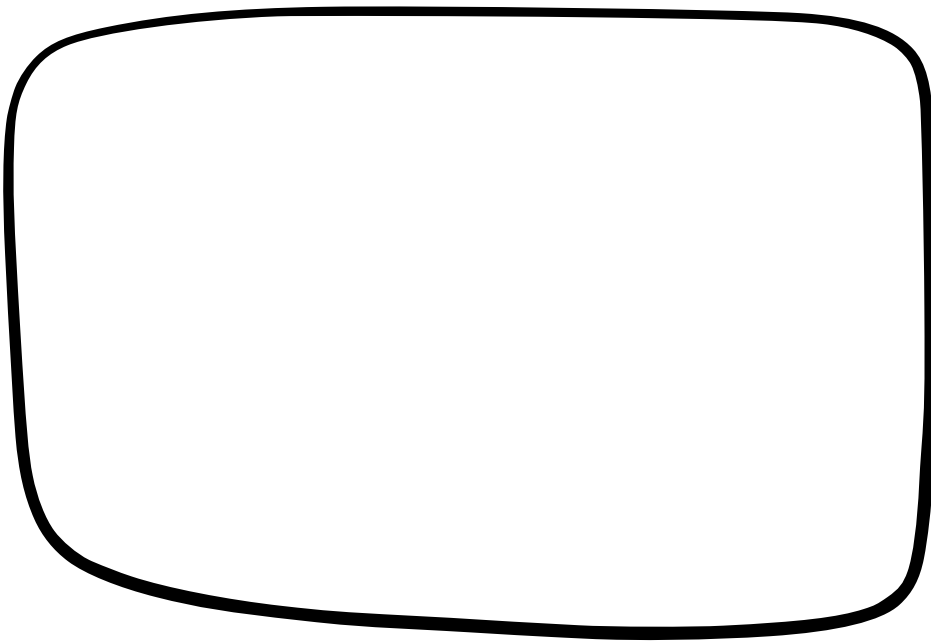
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Title

Illustration

Opinion Writing Piece



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

Date: \_\_\_\_\_

You are planning a concert to celebrate one of the **successful** musicians we've studied in this unit. Decide which of the musician's songs to feature at the event. Then, design a flyer to convince community members to attend the concert.

In your flyer, be sure to include:

- An opinion piece stating why the musician should be celebrated
- Facts and details about the musician's **passions**, challenges, or **legacy**
- Specific details from the musician's song(s) that support your opinion

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## Revision Text 3

### Example #1

I believe Carlos Santana is the best musician to celebrate! Carlos is a **passionate** guitarist. Carlos and his band, the Santana Blues Band, created music using a combination of Latin, blues, jazz, rock and roll, and Afro-Cuban music. Carlos performed for 400,000 people at the Woodstock music festival. Come celebrate Carlos Santana at the concert this Saturday!

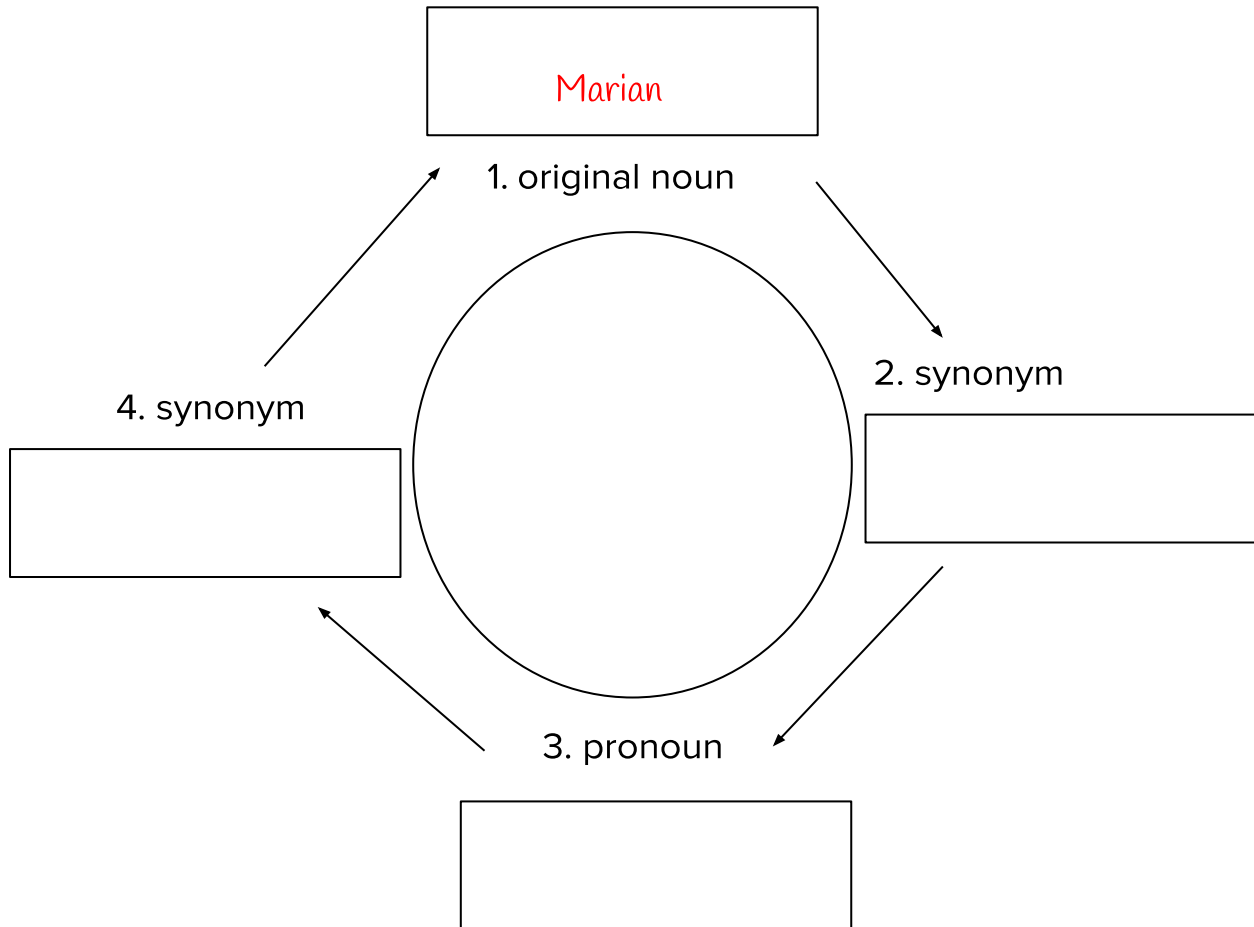
### Example #2

I think Marian Anderson was a **remarkable** singer who should be celebrated! Marian had a **radiant** voice. Marian did not give up, even when people were **prejudiced**. Marian sang about freedom in front of the Lincoln Memorial for 75,000 people. Come listen to Marian's songs at a concert celebrating her **genius**!

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

## Changing Repeated Nouns Worksheet

1. Brainstorm synonyms and a pronoun to replace the repeated noun, "Marian."

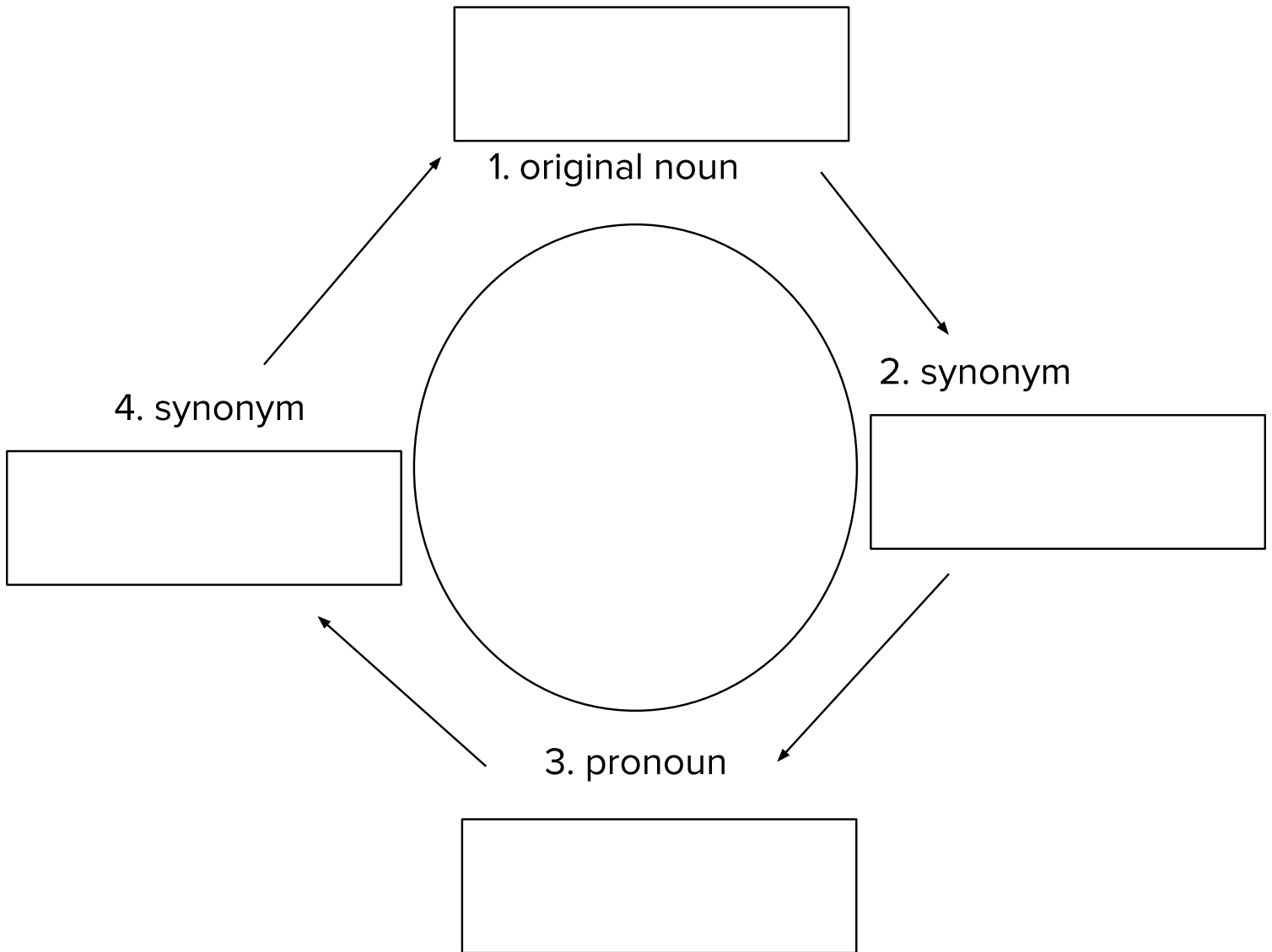


2. Edit the text. Use the wheel to change the repeated noun to a synonym or pronoun.

I think Marian Anderson was a **remarkable** singer who should be celebrated! Marian had a **radiant** voice. Marian did not give up, even when people were **prejudiced**. Marian sang about freedom in front of the Lincoln Memorial for 75,000 people. Come listen to Marian's songs at a concert celebrating her **genius**!

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

## Changing Repeated Nouns Wheel



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

Date: \_\_\_\_\_

After drafting your opinion writing piece, it is time to revise and edit. Reread your flyer promoting a concert. Identify repeated people, places, or things within the writing. Then, replace the repeated nouns with a synonym or pronoun.

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

## Discussion Recording Sheet

How can art impact a person's life? Support your answer with a specific example.

Answer	Example

<b>Answer</b>	<b>Example</b>

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

Date: \_\_\_\_\_

A friend shares that she dreams of being a **successful** artist when she grows up, but she is worried her art will not be **influential**. Using your knowledge of artists and musicians, what advice can you give her about how art can impact a person's life?

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

## Biography Research Project Notetaker

Take notes on the most important information using the table below.

<b><i>Who?</i></b>	<b><i>Did what?</i></b>	<b><i>When? Where?</i></b>	<b><i>Why? How?</i></b>

## Mentor Text 4

### *Alvin Ailey: The Remarkable Dancer*

*Alvin Ailey was the most influential dancer of his time. On January 5, 1931, Alvin Ailey was born in Texas. When he was a boy, Alvin went to church and watched people sing and clap. The music and movement inspired him.*

*Life was hard for the dancer's family. Some people were prejudiced against them because of the color of their skin. Still, Alvin found joy in dance. He took classes and practiced every day.*

*Alvin wanted everyone to see how remarkable African American culture was. In 1958, he started his own dance company called The Alvin Ailey American Dance Theater. His legacy lives on today in the many dancers he influenced.*

Name \_\_\_\_\_

## Biography Planning Guide

Cut out your notes. Organize your notes in chronological order from Misty's early life to later life.

Early Life

Later Life



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

## Biography Research Project Notetaker

Take notes on the most important information using the table below.

<b>Who?</b>	<b>Did what?</b>	<b>When? Where?</b>	<b>Why? How?</b>
Misty	starred	in Coppélia	she learned the steps easily
Misty's family	moved	into motel room	mean stepfather
Misty	joined ABT	after high school New York City	to be a ballerina
Misty	injured her back	after 1 year at ABT	the stress of dancing
Misty	became first Black principal dancer	in 2015 at ABT	she worked hard

**Biography Planning Guide**

Cut out your notes. Organize your notes in chronological order from Misty's early life to later life.

**Early Life**

<b>Who?</b>	<b>Did what?</b>	<b>When? Where?</b>	<b>Why? How?</b>
Misty	starred	in Coppélia	she learned the steps easily

Misty's family	moved	into motel room	mean stepfather
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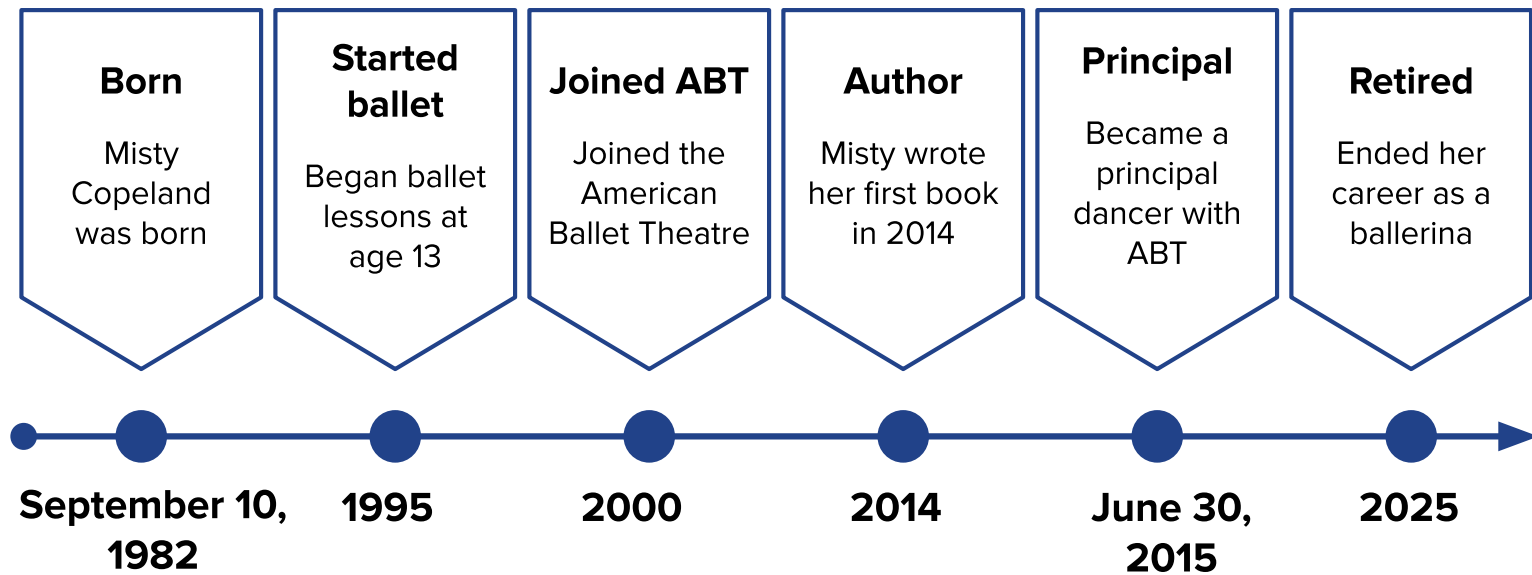
Misty	injured her back	after 1 year at ABT	the stress of dancing
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Misty	joined ABT	after high school New York City	to be a ballerina
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Misty	became first Black principal dancer	in 2015 at ABT	she worked hard
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**Later Life**

## Timeline: Important Events in Misty Copeland's Life



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

Date: \_\_\_\_\_

The Kindergarten class is researching famous dancers, and they need your help! Use your knowledge of **biographies** to teach them about a **remarkable** dancer—Misty Copeland. Research facts about Misty Copeland's life and write a **biography** to share with the Kindergarteners.

- Use multiple sources to research Misty Copeland's life. Make sure to answer the following questions:
  - What are her **passions**?
  - What challenges has she faced?
  - What is her **legacy**?
- Write a **biography** to teach readers about Misty Copeland. In your **biography**, be sure to:
  - Include 3 or more events in Misty Copeland's life
  - Discuss facts and details about Misty's **passion**, challenges, and **legacy**
  - Use dates to organize the information in chronological order

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

## Biography Research Project Notetaker

Take notes on the most important information using the table below.

<b><i>Who?</i></b>	<b><i>Did what?</i></b>	<b><i>When? Where?</i></b>	<b><i>Why? How?</i></b>

## Mentor Text 4

### *Alvin Ailey: The Remarkable Dancer*

*Alvin Ailey was the most influential dancer of his time. On January 5, 1931, Alvin Ailey was born in Texas. When he was a boy, Alvin went to church and watched people sing and clap. The music and movement inspired him.*

*Life was hard for the dancer's family. Some people were prejudiced against them because of the color of their skin. Still, Alvin found joy in dance. He took classes and practiced every day.*

*Alvin wanted everyone to see how remarkable African American culture was. In 1958, he started his own dance company called The Alvin Ailey American Dance Theater. His legacy lives on today in the many dancers he influenced.*

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

Date: \_\_\_\_\_

Engage with multiple sources about Misty Copeland. Use the [Biography Research Project Notetaker \(G1, U5, L26\)](#) to collect facts and information about Misty Copeland's life.

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

## Biography Research Project Notetaker

Take notes on the most important information using the table below.

<b><i>Who?</i></b>	<b><i>Did what?</i></b>	<b><i>When? Where?</i></b>	<b><i>Why? How?</i></b>

Name \_\_\_\_\_

## Biography Planning Guide

Cut out your notes. Organize your notes in chronological order from Misty's early life to later life.

Early Life

Later Life



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

## Biography Research Project Notetaker

Take notes on the most important information using the table below.

<b>Who?</b>	<b>Did what?</b>	<b>When? Where?</b>	<b>Why? How?</b>
Misty	starred	in Coppélia	she learned the steps easily
Misty's family	moved	into motel room	mean stepfather
Misty	joined ABT	after high school New York City	to be a ballerina
Misty	injured her back	after 1 year at ABT	the stress of dancing
Misty	became first Black principal dancer	in 2015 at ABT	she worked hard

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

Date: \_\_\_\_\_

After collecting information from multiple sources, it is time to plan! Plan your biography by organizing the information you gathered in chronological order. Cut out your facts and place them on the Biography Planning Guide in order from early life to later life.

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**Biography Planning Guide**

Cut out your notes. Organize your notes in chronological order from Misty's early life to later life.

**Early Life**

<b>Who?</b>	<b>Did what?</b>	<b>When? Where?</b>	<b>Why? How?</b>
Misty	starred	in Coppélia	she learned the steps easily

Misty's family	moved	into motel room	mean stepfather
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Misty	injured her back	after 1 year at ABT	the stress of dancing
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Misty	joined ABT	after high school New York City	to be a ballerina
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Misty	became first Black principal dancer	in 2015 at ABT	she worked hard
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**Later Life**

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

Date: \_\_\_\_\_

The Kindergarten class is researching famous dancers, and they need your help! Use your knowledge of **biographies** to teach them about a **remarkable** dancer—Misty Copeland. Research facts about Misty Copeland's life and write a **biography** to share with the Kindergarteners.

- Use multiple sources to research Misty Copeland's life. Make sure to answer the following questions:
  - What are her **passions**?
  - What challenges has she faced?
  - What is her **legacy**?
- Write a biography to teach readers about Misty Copeland. In your biography, be sure to:
  - Include 3 or more events in Misty Copeland's life
  - Discuss facts and details about Misty's **passion**, challenges, and **legacy**
  - Use dates to organize the information in chronological order

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## Mentor Text 4

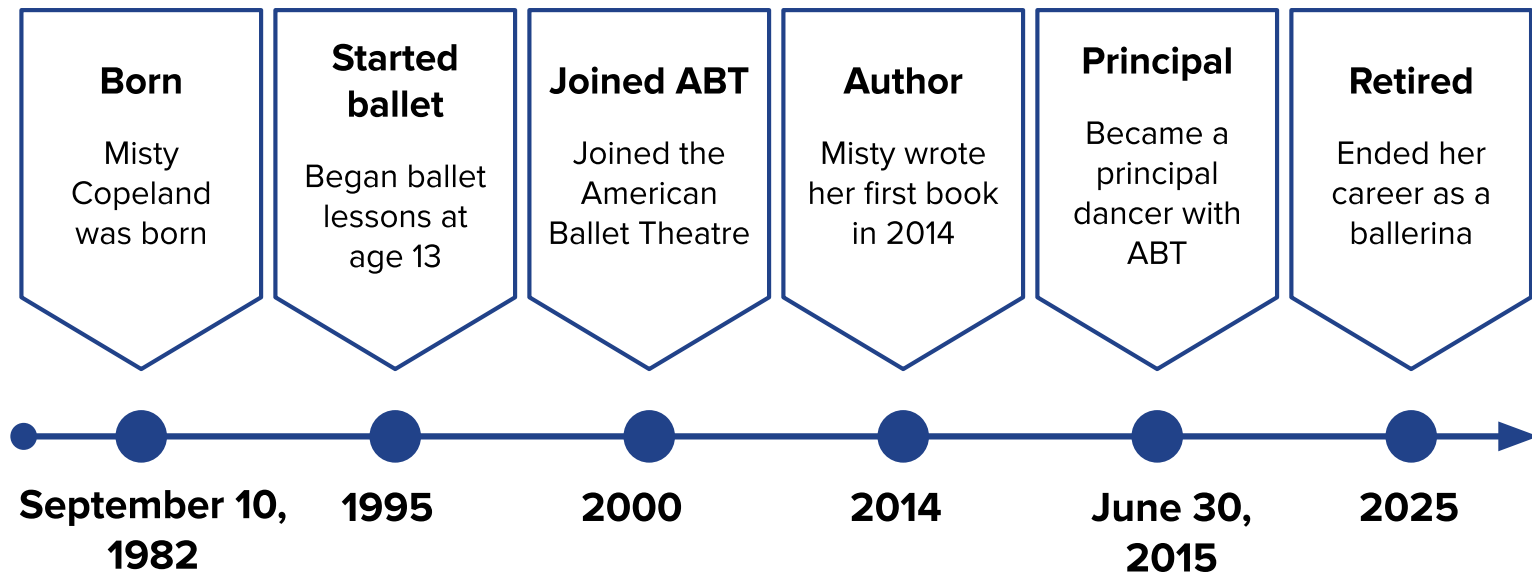
### *Alvin Ailey: The Remarkable Dancer*

*Alvin Ailey was the most influential dancer of his time. On January 5, 1931, Alvin Ailey was born in Texas. When he was a boy, Alvin went to church and watched people sing and clap. The music and movement inspired him.*

*Life was hard for the dancer's family. Some people were prejudiced against them because of the color of their skin. Still, Alvin found joy in dance. He took classes and practiced every day.*

*Alvin wanted everyone to see how remarkable African American culture was. In 1958, he started his own dance company called The Alvin Ailey American Dance Theater. His legacy lives on today in the many dancers he influenced.*

## Timeline: Important Events in Misty Copeland's Life



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

Date: \_\_\_\_\_

Revise your **biography** by adding dates to introduce important events. Use the timeline and your knowledge of writing dates to add at least one date. Be sure to:

- Use an uppercase letter for months and days
- Use a comma to separate the day of the month and the year

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

Date: \_\_\_\_\_

After completing the writing process, writers publish their work for readers to enjoy and learn from. Publish your **biography** by illustrating important facts about Misty Copeland's life.



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# Vocabulary

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

Date: \_\_\_\_\_

# autobiography

noun

a story the author writes about their own life and personal experiences



# biography

noun

story about a real person's life written by another person



# compose

verb

to write or create a work of art





# humiliations

noun

embarrassments



# improvise

verb

to make or do something without planning it beforehand



# influential

adjective

having great effect or impact on someone or something



# inspiration

noun

the process of being inspired to do something; a person or thing that inspires someone to do something



# legacy

noun

anything created by someone that continues to have an impact



# long

verb

to want very much (often followed by "for")



# mural

noun

any piece of artwork painted directly on a wall, ceiling, or other large permanent surface



# original

adjective

new or novel, not a copy of something



# passion

noun

strong enthusiasm or fondness for something



# prejudice

noun

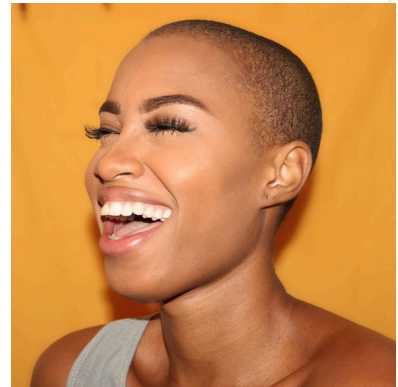
an unfair opinion or idea about a member of a group without really knowing that individual



# radiant

adjective

showing joy, happiness, or other good feelings; glowing or beaming



# remarkable

adjective

worthy of being noticed or mentioned; unusual, exceptional



# repetition

noun

repeated words or phrases used to draw attention to an important idea or feeling and to create rhythm

# resourceful

adjective

having the ability to find quick and clever ways to overcome challenges



# segregation

noun

an unfair idea that people should be separated by the color of their skin.



# strong

adjective

having power; showing great force



# successful

adjective

good at reaching a goal



# technique

noun

a way of doing a particular task; a skillful way of doing something





# Unit Rubrics & Assessments

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

## Editing Checklist 1

Language and Conventions Focus Area	✓
My sentences tell <i>who</i> or <i>what</i> does something.	
My sentences tell what they <i>do</i> .	
I use apostrophes to show when something belongs to someone.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

**My writing goal:**

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# Opinion Writing Rubric

## 1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Organizational Structure</b> Includes an opinion, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
<b>Introduction</b> Introduces a clear opinion in one sentence  May use a sentence stem, such as: <ul style="list-style-type: none"> <li>• I prefer _____</li> <li>• I feel _____</li> <li>• In my opinion, _____</li> </ul>	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence that restates the opinion; <u>may</u> use a different sentence type	4 3 2 1	

Development	Rubric Score	Notes
<b>Reasons</b> Includes 2–3 reasons to support opinion; Reasons are either personal experience, or facts and details	4 3 2 1	

Language	Rubric Score	Notes
<b>Grammar</b> Includes complete simple sentences; Varies sentence types  Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns  Uses verbs correctly, including past, present, and future verb tense  Uses frequently occurring adjectives correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people  Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

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

## Single Point Opinion Writing Rubric 1

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Structure</b>		I organize an opinion statement, 2–3 reasons, and conclusion in the correct order.	
		I introduce a clear opinion in 1 sentence.	
		I write a concluding sentence using a different sentence type.	

<b>Development</b>		I use 2–3 facts or details to support my opinion. The facts or details are from: <ul style="list-style-type: none"><li>● books</li><li>● art work</li><li>● personal experience</li></ul>	
<b>Revision</b>		I replace general nouns with proper nouns.	
		I add on to each reason with an example or more details.	

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

## Single Point Narrative Writing Rubric

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Event Sequence</b>		I include the most important people, places, or things to describe the painting.	
		I use descriptive words to describe what is happening in the painting.	
<b>Poetry</b>		I use repetition to highlight an idea or feeling.	

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

## Editing Checklist 2

Language and Conventions Focus Area	✓
My sentences tell <i>who</i> or <i>what</i> does something.	
My sentences tell what they <i>do</i> .	
My sentences tell <i>where</i> or <i>when</i> an action occurs.	
I use apostrophes to show when something belongs to someone.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

**My writing goal:**

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# Narrative Writing Rubric

## 1st Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Event Sequence</b> Includes a beginning, middle, and end	4 3 2 1	
<b>Point of View</b> Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
<b>Setting</b> Includes many words to describe the place and time of the story	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Characters</b> Includes multiple characters and develops at least one character with multiple details and descriptions	4 3 2 1	
<b>Plot</b> Includes a beginning with details that hook the reader; Includes many details to introduce the problem and describe character feelings; Includes an end that shows how the problem is solved	4 3 2 1	
<b>Precise Words and Phrases</b> Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple sentences; Varies sentence types  Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns  Uses verbs correctly, including past, present, and future verb tense  Uses frequently occurring adjectives correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people  Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

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

## Single Point Opinion Writing Rubric 2

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Structure</b>		I organize an opinion statement, 2–3 reasons, and conclusion in the correct order.	
		I introduce a clear opinion in 1 sentence.	
		I write a concluding sentence using a different sentence type.	

<b>Development</b>		I use 2–3 facts or details to support my opinion. The facts or details are from: <ul style="list-style-type: none"><li>• books</li><li>• songs</li><li>• personal experience</li></ul>	
		I use at least 2 topic-specific vocabulary words in my writing.	
<b>Revision</b>		I replace repeated nouns with synonyms and pronouns.	

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

## Single Point Informational Writing Rubric

	<b>Areas for Growth</b> What could I do to make my writing even stronger? How can I improve?	<b>Criteria</b> Expectations for my writing assignment.	<b>Strengths</b> What am I doing well already? What am I proud of?
<b>Structure</b>		I introduce the topic and the main idea in the first sentence.	
		I write 2–3 facts to support the main idea.	
		I organize facts in time order.	
		I write a conclusion to restate the main idea.	

<b>Development</b>		I use resources to write accurate facts about the topic.	
		I use illustrations to support readers' understanding of complex facts.	
<b>Revision</b>		I add dates to introduce important facts. <ul style="list-style-type: none"><li>• Months and days begin with an uppercase letter</li><li>• Days and years are separated by a comma</li></ul>	

# Informational Writing Rubric

## 1st Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Sections</b> Includes an introduction, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
<b>Introduction</b> Introduces the topic; Introduction uses a lead that captures the reader's interest	4 3 2 1	
<b>Conclusion</b> Includes a concluding sentence connected to the topic to provide a sense of closure; <u>May</u> be a different sentence type	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Details</b> Includes 2–3 facts and details to develop and support the topic; Facts are accurate	4 3 2 1	
<b>Text Features</b> As called for by the task, uses 1–2 text features to teach the reader more about the topic, including a title, illustrations, headings, or labels	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Grammar</b> Includes complete simple sentences; varies sentence types  Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns  Uses verbs correctly, including past, present, and future verb tense  Uses frequently occurring adjectives correctly	4 3 2 1	
<b>Conventions</b> Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people  Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

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

1. What was Yayoi's **passion** as a child?

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2. What challenges did Yayoi face?

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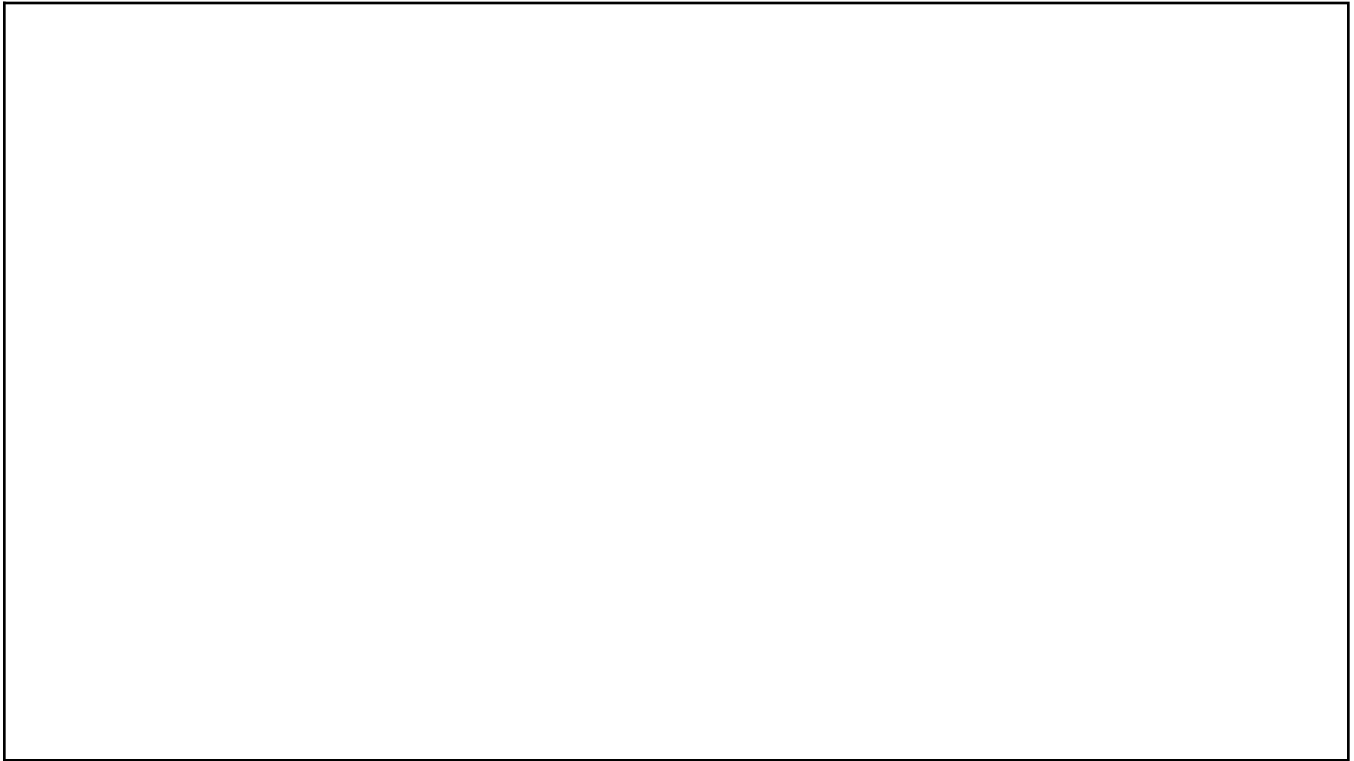
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3. How was Yayoi's work **influential**?



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4. The author states that other artists started, "challenging the old traditional style, as Yayoi had been doing all along" (24). What does this quote mean?

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

**Part One: Vocabulary**

1. One person I think is **successful** is \_\_\_\_\_

because \_\_\_\_\_

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2. If someone is an **inspiration** to you, they:

- a. stop you from doing something
- b. make you want to do something
- c. help you to do something

3. A **biography** is most likely to help readers:

- a. learn about a real person's life
- b. apply a lesson from a character
- c. compare two different topics

4. What is one of your **passions**? Give an example and a reason why.

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**Part Two: Writing about Reading**

5. Pick one person you studied in the unit. Describe what made the person **remarkable**.

In your answer, you can think about:

- Where did the person get their **inspiration**?
- What challenges did they face?
- What makes their art unique?

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# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/1st-grade/materials/>