





4 | Module 1

A Great Heart

What does having a great heart mean?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC

greatminds.org

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Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

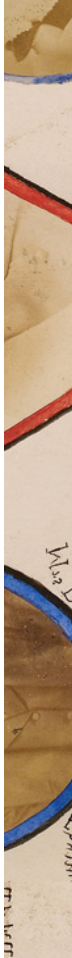
ISBN 979-8-88811-209-0

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Arc A | “Heart to Heart”

L1 Opening Bookend	14
• Share experiences about a great heart. • Explore the module topic.	
L2 Wonder	20
• Read “Heart to Heart” with accuracy. • Notice and wonder about a work of art.	
L3 Organize	32
• Read “Heart to Heart” with appropriate phrasing. • Describe <i>Mother and Child</i>.	
L4 Reveal	46
• Read “Heart to Heart” with expression. • Examine negative space in <i>Mother and Child</i>.	
L5 Distill	58
• Read “Heart to Heart” fluently at an appropriate rate. • Conclude what <i>Mother and Child</i> communicates about motherhood.	
L6 Know	70
• Read “Heart to Heart” with fluency. • Reflect on knowledge gained from studying <i>Mother and Child</i>.	

Arc B | *The Circulatory Story*

L7 | Wonder 78

- Notice and wonder about *The Circulatory Story*.
- Determine the meaning of an unknown term.

L8 | Organize 88

- Describe the human heart by using information from *The Circulatory Story*.
- Analyze a writing model to examine its structure.

L9 | Reveal 100

- Analyze the use of similes and metaphors in *The Circulatory Story*.
- Analyze the structure of the Painted Essay®.

L10 | Organize 114

- Describe the function of blood vessels by using information from *The Circulatory Story*.
- Analyze proof paragraphs in the Writing Model for Module 1.

L11 | Reveal 126

- Examine how illustrations are used to explain information in *The Circulatory Story*.
- Use transition words or phrases in informative writing.

L12 | Reveal 138

- Examine how illustrations support ideas in *The Circulatory Story*.
- For Module Task 1, collect evidence about why the author uses figurative language.

L13 | Distill 150

- Determine a central idea in *The Circulatory Story*.
- Use elaboration to develop evidence in a proof paragraph.

L14 | Know 162

- Reflect on knowledge gained from *The Circulatory Story*.
- For Module Task 1, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide.

L15 | Reading Comprehension Assessment 1 174

- Demonstrate knowledge of the heart and apply reading comprehension skills to a new text related to the heart.
- For Module Task 1, revise proof paragraph 1 and proof paragraph 2.

L16 | Responsive Teaching 180

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc C | *The Gross Clinic*

L17 | Wonder 186

- Notice and wonder about *The Gross Clinic*.
- For Module Task 2, use the introductory paragraph structure to draft an introductory paragraph about healthy valves.

L18 | Organize 196

- Describe *The Gross Clinic*.
- For Module Task 2, use the questions *what?* and *so what?* to write a concluding paragraph.

L19 | Reveal 206

- Examine the use of light in *The Gross Clinic*.
- For Module Task 2, revise the introductory and concluding paragraphs of an informative essay.

L20 | Distill 216

- Determine what *The Gross Clinic* communicates about Dr. Gross.
- Use a drawing to support an informative essay.



L21 | Know 228

- Reflect on the knowledge gained from studying *The Gross Clinic*.
- Use an illustrator statement to describe a drawing and explain its support of complex information.



Arc D | “The Legacy of Walter Dean Myers”

L22 | Wonder 238

- Notice and wonder about “The Legacy of Walter Dean Myers.”
- Use relative pronouns to express ideas clearly.

L23 | Organize 246

- Summarize “The Legacy of Walter Dean Myers.”
- Use relative adverbs to express ideas clearly.

L24 | Reveal 256

- Analyze the concept of *legacy*, using examples from “The Legacy of Walter Dean Myers.”
- Clarify the precise meaning of *greathearted*.

L25 | Know 268

- Reflect on knowledge gained from “The Legacy of Walter Dean Myers.”
- For Module Task 3, collect evidence about how Walter Dean Myers was greathearted.



Arc E | *Love That Dog*

L26 | Wonder 278

- Notice and wonder about *Love That Dog*.
- For Module Task 3, use elaboration to develop each piece of evidence.



L27 | Organize 288

- Identify what is happening in *Love That Dog*.
- For Module Task 3, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide.

L28 | Organize 300

- Summarize what is happening in *Love That Dog*.
- For Module Task 3, draft a concluding paragraph for an informative essay.

L29 | Reveal 312

- Analyze the effect of first-person point of view in *Love That Dog*.
- For Module Task 3, revise an informative essay.

L30 | Organize 324

- Identify what is happening in *Love That Dog*.
- Use a published poem as a model to write an original poem.

L31 | Reveal 334

- Analyze a character’s inspiration in *Love That Dog*.
- Perform a fluent reading of a poem.

L32 | Distill 344

- Determine a theme from *Love That Dog*.
- For the End-of-Module Task, collect evidence to support the literal meaning of having a great heart.

L33 | Know 354

- Reflect on the knowledge gained from *Love That Dog*.
- For the End-of-Module Task, collect evidence to support the figurative meaning of having a great heart.



L34 | Reading Comprehension Assessment 2 364

- Demonstrate knowledge of what having a great heart means and apply reading comprehension skills to a new text related to the heart.
- For the End-of-Module Task, collect evidence to support the figurative meaning of having a great heart.

L35 | Responsive Teaching 370

- Analyze relevant questions on Reading Comprehension Assessment 2.

Module Finale

L36 | Know 376

- Synthesize knowledge about what having a great heart means.
- For the End-of-Module Task, write a thesis that responds to the prompt.

L37 | Know 388

- For the End-of-Module Task, use elaboration to develop evidence that supports the points in the thesis.
- Begin writing an informative essay in response to the End-of-Module Task.

L38 | Know 396

- For the End-of-Module Task, write a draft of an informative essay in response to the prompt.
- Provide feedback to a peer on a draft of the End-of-Module Task essay.

L39 | Know 404

- For the End-of-Module Task, write an informative essay.

L40 | Closing Bookend 410

- Share knowledge gained from the module about what having a great heart means, literally and figuratively.
- Reflect on the module topic.



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ESSENTIAL QUESTION

What does having a great heart mean?

SUMMARY

The heart is a literal muscle that sustains human life and represents the figurative center of human emotion. In *A Great Heart*, students build knowledge of the physical and emotional complexities of the heart as they explore the power of language to help people understand complex ideas and emotions. Throughout the module, students return to the Essential Question: What does having a great heart mean?

Students begin their knowledge journey by reading Rita Dove's poem "Heart to Heart." They examine figurative language and learn how to use it to contrast a literal and figurative heart. Along with the poem, students study Barbara Hepworth's abstract sculpture *Mother and Child*. Both pieces present opportunities to consider how emotions can be expressed abstractly.

Next, students read Mary K. Corcoran's *The Circulatory Story* and learn about the heart as part of the circulatory system. Close examination of this text reveals the qualities of a literal great heart: one that is healthy and strong. Corcoran's use of engaging text features and figurative language helps students understand scientific terms and concepts. Through this text, students build knowledge of a healthy heart's role in circulation and the power of figurative language to explain complex systems.

With an understanding of a literal great heart, students delve into the notion of a figurative great heart. As they observe Thomas Eakins's painting *The Gross Clinic*, they consider how his artistic choices highlight Samuel Gross's courage and innovation. To further develop an understanding of greatheartedness, students read "The Legacy of Walter Dean Myers," a blog post by Anne Rouyer, Supervising Young Adult Librarian at the New York Public Library, that celebrates the life and work of an esteemed author.





The description of Myers's dedication to young people helps students build a definition of a greathearted person.

Students encounter more greathearted individuals as they read Sharon Creech's poignant story of a boy who, with the help of his teacher, finds his voice through poetry. *Love That Dog* is a series of free-verse journal entries in which Jack, an elementary school student, responds to various poems and discovers the power of language. Students read classic works by poets the text refers to, such as William Carlos Williams, Robert Frost, Valerie Worth, and Walter Dean Myers. As they read, students examine how words communicate powerful emotions, and they note how Jack exhibits characteristics of a great heart. During writing instruction, students employ the Painted Essay® structure to write informative essays through which they share the knowledge they have gained about language and what it means to have a great heart. Students learn how to develop thesis-supporting evidence in proof paragraphs and write introductory and concluding paragraphs that explain the importance of an essay's topic. Throughout the module, students orally rehearse their ideas before writing to build connections between oral and written language.

At the module's conclusion, students will be adept at distinguishing between the literal and figurative descriptions of a heart, but more importantly, they will appreciate the richness of language to communicate what makes a great heart. The nuanced and abstract concepts in *A Great Heart* prepare students to understand and analyze complex ideas beyond this module.

TEXTS

Books

Literary

- *Love That Dog*, Sharon Creech

Informational

- *The Circulatory Story*, Mary K. Corcoran and Jef Czekaj



Poetry

- “Heart to Heart,” Rita Dove
- “Love That Boy,” Walter Dean Myers

Art

- *Mother and Child*, Barbara Hepworth
- *Portrait of Dr. Samuel D. Gross* (*The Gross Clinic*), Thomas Eakins



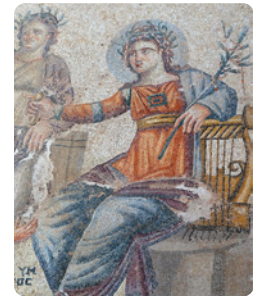
Videos

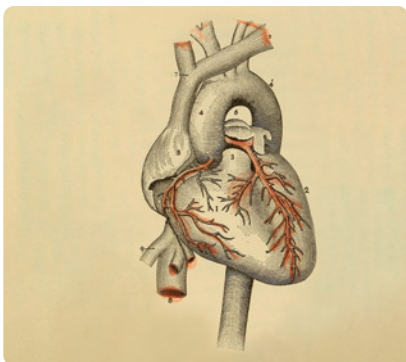
- “Dr. Samuel Gross,” Great Minds®
- “An Evening of Poetry at the White House,” White House archives
- “Poet Laureate,” Great Minds



Blog

- “The Legacy of Walter Dean Myers,” Anne Rouyer





KNOWLEDGE THREADS

- Authors use literal and figurative language to explain the complex physical functions of the human heart.
- Authors use literal and figurative language to explain complex emotions frequently associated with the heart.
- The heart, an organ that is part of the circulatory system, pumps blood to supply the body's cells with oxygen.
- A person with a literal great heart has a healthy heart with functioning valves and clean arteries.
- A person with a figurative great heart exhibits empathy, generosity, and courage.
- Authors and artists depict what it means to have a literal or figurative great heart.

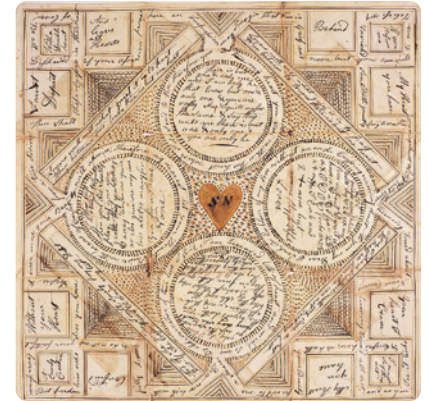
MATERIALS AND PREPARATION

- Module 1 World Knowledge Chart
- Module 1 ELA Knowledge Chart
- Module 1 Word Analysis Chart (Great Minds® Digital Platform)
- Module 1 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all materials used in the module, see the digital platform.

LEARNING GOALS

- Build knowledge about literal and figurative hearts by reading literary and informational texts.
- Summarize texts about hearts and determine textual themes and central ideas.
- Describe a character's thoughts, words, and feelings, using textual details as evidence.
- Explain how authors use figurative language to convey complex ideas about the heart.
- Explain how charts, graphs, diagrams, and other visual elements support understanding of an informational text about the circulatory system.
- Write informative essays about what it means to have a great heart, literally and figuratively.
- Strengthen writing by using precise vocabulary from module texts and by using transition words and phrases to connect ideas.
- Participate in class discussions about what it means to have a great heart, speaking at a rate others can understand, taking turns with others when speaking, listening closely to identify a speaker's main points, and providing relevant textual evidence to support ideas.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. For the module tasks, students practice writing each paragraph of an informative essay before writing a complete essay independently for the End-of-Module Task. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the Great Minds® Digital Platform.

End-of-Module Task | Informative Writing

For the End-of-Module Task, students write an informative essay to explain what having a great heart means, both literally and figuratively. To plan their writing, students collect textual evidence about literal and figurative great hearts from multiple informational and literary texts. They draft a thesis and use elaboration to develop evidence on an evidence organizer. As they write their End-of-Module Task essay, students use relative pronouns and relative adverbs, correct punctuation, complete sentences, and topic-specific vocabulary. Students strengthen their writing by participating in a peer review exercise and revising their work according to a checklist.

Summary of Assessments

Lessons 12–15 | Module Task 1

Students write two proof paragraphs to complete an essay about how the author of *The Circulatory Story* uses figurative language. Students are provided an introductory paragraph, which they use to guide development of the proof paragraphs. Students develop their textual evidence with elaboration and use transition words and phrases to connect ideas within paragraphs.

Lesson 15 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new text about what it means to have a great heart. The fourth section, Self-Reflection, gives students an opportunity to evaluate their confidence about the assessment and identify challenges posed by the assessment text.

Lessons 17–19 | Module Task 2

Students write an introductory paragraph and concluding paragraph to complete an essay about what healthy valves do for the circulatory system. Students use information from the provided proof paragraphs to develop a thesis that states a clear focus and a conclusion that answers the *so what?* question.

Lessons 25–29 | Module Task 3

Students write two proof paragraphs and a concluding paragraph to complete an essay about how Walter Dean Myers was greathearted. Students are provided an introductory paragraph, which they use to guide development of the proof paragraphs and concluding paragraph. Students use evidence from “The Legacy of Walter Dean Myers” to support the points of the thesis, and they use transition words and phrases to connect ideas. Students also use relative pronouns and adverbs correctly in their writing.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new text about what it means to have a great heart. The fourth section, Self-Reflection, gives students an opportunity to evaluate their confidence about the assessment and identify challenges posed by the assessment text.

Lessons 32–39 | End-of-Module Task

Students write an informative essay to explain what having a great heart means, both literally and figuratively.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters™ alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 4 Achievement Descriptor

CP.4.4.A.a

Parent

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.4.A: Develop an introduction.

Grandchild

CP.4.4.A.a: Introduce a text or topic and an opinion clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 1 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop ELD standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform: Multilingual learners will

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe parts and wholes of a system

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD-LA.4-5.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive: Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

MODULE PLAN

Essential Question | What does having a great heart mean?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | “Heart to Heart”

Lesson 1 Opening Bookend	Lesson 2 Wonder “Heart to Heart” <i>Mother and Child</i>	Lesson 3 Organize “Heart to Heart” <i>Mother and Child</i> 	Lesson 4 Reveal “Heart to Heart” <i>Mother and Child</i> 	Lesson 5 Distill “Heart to Heart” <i>Mother and Child</i> 	Lesson 6 Know “Heart to Heart” <i>Mother and Child</i>

Arc B | *The Circulatory Story*

Lesson 7 Wonder <i>The Circulatory Story</i>	Lesson 8 Organize <i>The Circulatory Story</i> 	Lesson 9 Reveal <i>The Circulatory Story</i> 	Lesson 10 Organize <i>The Circulatory Story</i>	Lesson 11 Reveal <i>The Circulatory Story</i>	Lesson 12 Reveal <i>The Circulatory Story</i> 	Lesson 13 Distill <i>The Circulatory Story</i> 
Lesson 14 Know <i>The Circulatory Story</i> 	Lesson 15  Reading Comprehension Assessment 1  Module Task 1 completed	Lesson 16 Responsive Teaching				

Arc C | *The Gross Clinic*

Lesson 17 Wonder <i>The Gross Clinic</i> P	Lesson 18 Organize <i>The Gross Clinic</i> P	Lesson 19 Reveal <i>The Gross Clinic</i>  Module Task 2 completed	Lesson 20 Distill <i>The Gross Clinic</i>	Lesson 21 Know <i>The Gross Clinic</i> P

Arc D | “The Legacy of Walter Dean Myers”

Lesson 22 Wonder “The Legacy of Walter Dean Myers”	Lesson 23 Organize “The Legacy of Walter Dean Myers” P	Lesson 24 Reveal “The Legacy of Walter Dean Myers”	Lesson 25 Know “The Legacy of Walter Dean Myers” P

Arc E | *Love That Dog*

Lesson 26 Wonder <i>Love That Dog</i>	Lesson 27 Organize <i>Love That Dog</i> 	Lesson 28 Organize <i>Love That Dog</i> 	Lesson 29 Reveal <i>Love That Dog</i>  Module Task 3 completed 	Lesson 30 Organize <i>Love That Dog</i>	Lesson 31 Reveal <i>Love That Dog</i> 	Lesson 32 Distill <i>Love That Dog</i> 

Lesson 33 Know <i>Love That Dog</i> “Love That Boy”	Lesson 34  Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching

Module Finale

Lesson 36 Know module texts	Lesson 37 Know module texts	Lesson 38 Know module texts	Lesson 39 Know module texts  End-of-Module Task completed	Lesson 40 Closing Bookend



Lesson 1

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about a great heart. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a drawing, experience a beating heart, read a text about a character or person who has a great heart, or engage in a teacher-created experience.

Learning Goals

- Share experiences about a great heart.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Determine how to display the Essential Question. Students continue working with the Essential Question throughout the entire module.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today they are starting a new module about a great heart.
2. Explain that when both you and the students read aloud the same text at the same time, they are Choral Reading. Practice this routine by displaying the Essential Question and cueing students to read aloud with you: What does having a great heart mean?
3. Explain that throughout the year, students will learn about different topics as readers and writers. In this module, they will learn about the physical heart and the figurative meaning of *heart* to gain a layered understanding of what it means to have a great heart.

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, language, and experiences.

LEARN 53 minutes

Share | Discuss Prior Knowledge | 10 minutes

1. Tell students that they will follow the instructional routine Think–Pair–Share to discuss what they know about the module topic. Explain that this routine has three parts. First, students silently think about their response. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Instruct students to Think–Pair–Share to answer these questions:

💬 **What do you think of when you hear the word *great*?**

💬 **What do you think of when you hear the word *heart*?**

💬 **What do you know about having a great heart?**

Teacher Note

As students share, listen closely for what they already know about the topic. Note students' prior knowledge to activate and incorporate in future discussions. Note misconceptions to clarify in future instruction.

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a Drawing

1. Instruct students to draw a picture of a heart. Provide art materials for students to complete this activity.

Teacher Note

If students ask whether they should draw a heart as a muscular organ or as a symbol, tell them they can decide which type of heart to draw, or they can draw both types.

2. Invite students to share their drawings with the class.

3. Facilitate a brief discussion of this question:

 **What do you notice about the hearts in the drawings?**

Option 2 | Experience a Beating Heart

1. Invite a fitness trainer, either virtually or in person, to guide students in calculating first their resting heart rates and then their active heart rates after completing standing or seated exercises.

2. Ask these questions:

 **How does your resting heart rate compare to your active one?**

 **What caused the difference between the two?**

Reinforce the correct responses:

- **resting heart rate**—lower than an active heart rate
- **difference**—movement or exercise

3. Invite the trainer to explain the benefits of movement or exercise in maintaining a healthy heart.

Option 3 | Read a Book About a Character or Person with a Great Heart

1. Read aloud a volume of reading text about a character or person who exemplifies a great heart through courage, generosity, or empathy.

2. Facilitate a brief discussion about how that character or person demonstrates the traits of a great heart.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option, to initiate the discussion:
 - **Option 1**—Why did you choose to draw the heart or hearts that you did?
 - **Option 2**—How do movement and exercise help your heart?
 - **Option 3**—How does the author show what having a great heart means?
2. Tell students that throughout the module they will continue to build knowledge about what having a great heart means.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult *About the Images*, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.3.4 Schema Building



Lesson 2

Essential Question | What does having a great heart mean?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students begin an in-depth study of Rita Dove's poem "Heart to Heart" by annotating unknown words and asking questions related to what they notice. Students learn how reading fluently helps them understand a text's meaning, and they practice reading the poem with accuracy. During visual art instruction, students closely observe *Mother and Child*, a sculpture by Barbara Hepworth. They share what they notice about the sculpture and ask questions about what they see.

Learning Goals

Read "Heart to Heart" with accuracy.

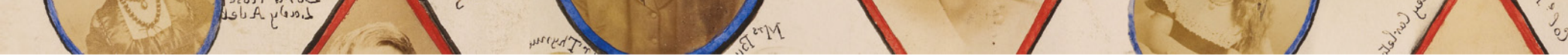
 **LEARNING TASK:** Read aloud "Heart to Heart," correctly decoding each word.

Notice and wonder about a work of art.

 **LEARNING TASK:** Write at least two things you notice about the sculpture and at least two related questions.

Vocabulary

fluency (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Notice and Wonder About “Heart to Heart”
- **Respond:** Read “Heart to Heart” with Accuracy
- **Observe:** Notice and Wonder About *Mother and Child*

LAND

Reflect on Learning

Materials

TEACHER

- “Heart to Heart” (digital platform)
- *Mother and Child* (digital platform)
- class Notice and Wonder Chart for “Heart to Heart” (*Learn book*)
- Fluency Reference Chart (Reference Charts appendix)
- Module 1 World Knowledge Chart
- Module 1 ELA Knowledge Chart

STUDENTS

- “Heart to Heart” (*Learn book*)
- Notice and Wonder Chart for “Heart to Heart” (*Learn book*)
- Fluency Practice for “Heart to Heart” (*Learn book*, Fluency)
- Notice and Wonder Chart for Work of Art 1 (*Learn book*)

Preparation

- Determine how to display the knowledge charts. Students continue working with these charts throughout the entire module.

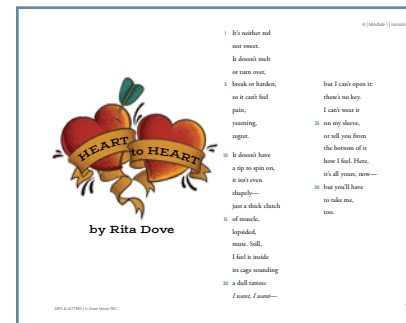
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Heart to Heart” (*Learn book*, Fluency) and focus on a fluency element or retelling.

LAUNCH 4 minutes

Read the Content Framing Question

1. Remind students that as the class works their way through each module, they will answer a big question called the Essential Question.
2. Display and Choral Read the Essential Question: What does having a great heart mean?
3. Display “Heart to Heart.” Explain that students will study many texts this year, including poems, books, articles, and art.
4. Explain that the class will start each lesson with a question to focus learning for the day. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
5. Explain that during a Wonder lesson the class begins to read the text for the first time to spark their curiosity. Students share what they notice and wonder about the text. Introduce “Heart to Heart” by reading aloud the title and author. Tell students that in this lesson they will share what they notice and wonder about the poem and then practice reading it aloud.



Teacher Note

Students explore a shorter text in arc A to provide more time to introduce the *Arts & Letters* key components and features, such as the Content Stages, fluency, and instructional routines. The lesson design fosters a classroom culture that builds knowledge, develops stamina for close and careful analysis of texts, and nurtures academic discourse and writing. Additionally, in this arc students begin their yearlong exploration of visual art and fluency practice.

LEARN 51 minutes

Read | Notice and Wonder About “Heart to Heart” | 13 minutes

1. Display the class Notice and Wonder Chart for “Heart to Heart.” Explain that students will use a Notice and Wonder Chart throughout the year to write down what they notice about a text as well as their related questions.
2. Ask this question:

 **What things do readers notice as they read a text for the first time?**

Key Ideas

- structure and features of a text
 - information or details that are familiar and unfamiliar
 - unknown words
3. Direct students to “Heart to Heart,” located in the *Learn* book. Instruct students to read the poem silently one time and annotate unknown words.
 4. Read aloud the poem and annotate the word *regret*. Then think aloud to model how to notice and wonder about an unknown word. Tell students to share with a partner a word they annotated.
 5. Instruct students to silently read the poem again, thinking about what they notice. Then tell students to discuss with a partner something they notice.
 6. Remind students that readers also ask questions related to what they notice. Think aloud to model how to ask a question related to something you notice.

Sample Think Aloud

I’ve annotated the word *regret* because I’m curious about what it means.

Sample Think Aloud

I notice that the first word of the poem is “It’s.” That makes me wonder: What is this poem about?

7. Instruct students to share with a partner a question related to something they notice about the poem.
8. Direct students to the Notice and Wonder Chart for “Heart to Heart,” located in the *Learn* book. Instruct students to write at least two things they notice and at least two related questions on their charts.

L2 | Notice and Wonder Chart
 “Heart to Heart” | Write what you notice and wonder about the poem.

Notice	Wonder

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Differentiation Challenge

To expand students’ vocabulary use, instruct them to generate a list of synonyms for the term *yearn*. Then instruct students to form sentences using the generated synonyms.

9. Invite a few students to share what they notice and their related questions. Add a few responses to the class chart.

Language Support

Based on your students’ responses, pause to define select words with a synonym (e.g., *clutch*, *mute*, *tattoo*). Use subsequent readings to reinforce synonyms for the words you selected.

Teacher Note

As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students have retained from the previous year. For example, do students identify “Heart to Heart” as a poem? Do students use precise vocabulary, such as *stanza*, *line*, and *speaker*? Use the information you gather to prepare for subsequent lessons with this text.

Respond | Read “Heart to Heart” with Accuracy | 20 minutes

1. Tell students that they will now focus on reading aloud “Heart to Heart.” Explain that reading is a complex process that involves decoding words on the page and making meaning from those words.

2. Display the Fluency Reference Chart. Introduce the term *fluency*. Invite a student to read aloud the definition from the chart. Explain that fluency supports a reader's understanding of a text. Someone who can read the words in a text fluently is able to focus more on what those words mean.

3. Explain that over the next several days students will learn and practice different elements of fluency with the poem. Tell students that in this lesson they will focus on reading with accuracy. Direct attention to the term *accuracy* in the reference chart. Ask this question:

Fluency Reference Chart	
fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate	
accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

Definition

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

 **Why is it important to read with accuracy, or decode the words correctly?**

Reinforce the correct response: Reading with accuracy helps a reader understand a text. Explain that accuracy includes correcting mistakes in the moment. Model how to self-correct a natural error while reading aloud.

4. Display and direct attention to “Heart to Heart.” Instruct students to follow along as you read the poem aloud with attention to accuracy. As you read, model making a mistake (e.g., pronouncing *muscle* with a /k/ sound) and quickly addressing it by rereading the word correctly. After you read, ask these questions:

 **What did you notice about how I read the poem?**

 **What did you notice about what I did when I made a mistake?**

Tell students that all readers, even very accurate ones, sometimes make mistakes when they read. Explain that paying close attention to what you are reading is one way to catch mistakes and self-correct them in the moment. Emphasize that it was possible based on context in the poem to know that the familiar word *muscle* was more accurate than the guessed word */muskl/*.

5. Tell students to read the poem in a whisper and determine which unknown words are challenging to read.

Differentiation Support

Direct attention to the first stanza, and instruct students to consider whether an unknown word is challenging to decode (e.g., *yearning*).

6. Invite a few students to share the words they find challenging to read. Highlight each word in the displayed poem as students share. Then model how to decode each word.

Teacher Note

Refer to your foundational skills program for guidance on decoding.

7. Choral Read “Heart to Heart.”
8.  **Introduce the learning task.** Instruct students to work with a partner to read aloud “Heart to Heart,” focusing on accuracy. Remind students to use context to quickly self-correct small mistakes in the moment.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who speak and read English fluently.

Analyze Student Progress

Monitor: Do students accurately decode challenging words in the poem, such as *clutch* and *tattoo*?

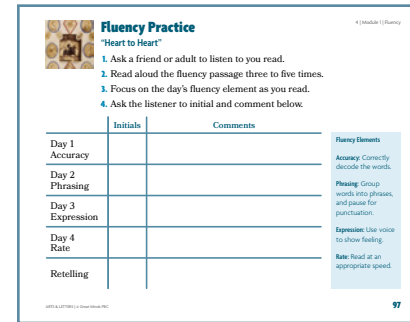
Offer Immediate Support: If students need additional support reading with accuracy, Echo Read “Heart to Heart.”

Plan Future Practice: Students practice reading with accuracy as part of their fluency follow-up work throughout the module.

9. Invite a few students to share why we practice reading with accuracy. Reinforce that decoding without mistakes helps readers better understand a text.

- 10.** Direct students to Fluency Practice for “Heart to Heart,” located in the *Learn* book. Explain that they will learn the other elements of fluency and practice fluent reading outside of class, using this resource to keep track of their progress over time.

Observe | Notice and Wonder About *Mother and Child* | 18 minutes



Fluency Practice
“Heart to Heart”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day’s fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

- 1.** Tell students that in addition to studying written texts this year, they will study works of art. Explain that they will notice and wonder about a work of art to better understand and enjoy it, just as they noticed and wondered about the poem “Heart to Heart.”

Teacher Note

Mother and Child is a small (about 8.5 by 8 by 7.5 inches) abstract sculpture by the British artist Barbara Hepworth. Hepworth created this piece from alabaster in 1934 by using a method of direct carving. She did not create any models or maquettes to draft her sculpture; rather, she cut directly into the alabaster block, allowing her artistry to engage more deeply with the material itself. *Mother and Child* is currently housed in the Tate in London, England.

To promote looking closely at the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn more about its history. Background information about the sculpture and artist will be provided to students in lesson 5.

- 2.** Display *Mother and Child* without telling students the title or the name of the artist. Instruct students to look closely at the sculpture for at least one minute, silently holding their observations and comments. Direct students’ attention to different parts of the sculpture, including the top, bottom, middle, and sides.

Teacher Note

During visual art instruction, students develop skills to examine and analyze art, which help them build stamina for looking closely at works of art. For this reason, lessons include specific amounts of time for examining works of art. The time for looking closely increases across the modules and levels.

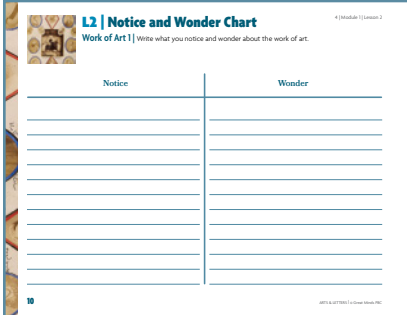
3. Tell students that they will notice and wonder by making observations about what they see in the work of art, rather than offering interpretations. Think aloud to model describing what you see and asking a related question.
4. Tell students that they will follow the instructional routine Mix and Mingle to discuss what they notice and wonder about the work of art. Explain how this routine works. First, you pose a prompt and students silently think about their responses. Next, students find a partner and share their responses. On your cue, they find a new partner and share their responses. This process repeats until you end the routine. Tell students that for their first practice, they will discuss their responses with three partners.
5.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 1, located in the *Learn* book. Instruct students to write at least two things they notice and at least two related questions about the work of art.

Analyze Student Progress

Monitor: Do students write at least two things they notice about *Mother and Child* and at least two related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct them to focus on a specific section of the work of art.

Plan Future Practice: Students practice noticing what they see and asking questions about *The Gross Clinic* in lesson 17.



Sample Think Aloud

On the left, I see a section that extends upward and is flat along the top. Why would the artist make that shape?

6. Invite students to share what they notice and their related questions.
7. Tell students that they will continue studying the work of art over the next several lessons to deepen their understanding of it.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and read aloud each chart title. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of ELA is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
2. Facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

**What did you learn today?****Teacher Note**

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from the poem “Heart to Heart” and the work of art?
- What did you learn about fluency?
- What did you learn to do?

World Knowledge

ELA Knowledge

3. Add a few student-generated knowledge statements to the charts. Place statements about key ideas from the lesson and information from the texts on the World Knowledge Chart, and place statements about language arts on the ELA Knowledge Chart.

Teacher Note

Adding all students' knowledge statements to the charts is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the charts. Alternatively, summarize students' comments into a few statements, and then add the summarized statements to the charts. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.C.b

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B, DF.5.4.C

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 3

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students build their understanding of fluency by reading “Heart to Heart” with appropriate phrasing. Students then gain literal understanding of the poem by identifying elements and drawing illustrations that reflect what is happening in each stanza. During visual art instruction, students deepen their understanding of *Mother and Child*. They identify art elements and describe the forms within the sculpture.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals

Read “Heart to Heart” with appropriate phrasing.

LEARNING TASK: Read aloud “Heart to Heart,” grouping words into phrases and pausing for punctuation.

Describe *Mother and Child*.

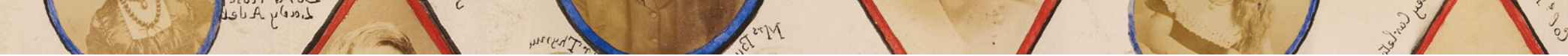
LEARNING TASK: Describe the forms within *Mother and Child*.

Vocabulary

abstract art

form (n.)

heart (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Heart to Heart” with Appropriate Phrasing
- **Respond:** Organize Elements of “Heart to Heart”
- **Observe:** Describe the Forms Within *Mother and Child*

LAND

View “Poet Laureate”

Materials

TEACHER

- “Heart to Heart” (digital platform)
- *Mother and Child* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- class Poem Organizer for “Heart to Heart” (*Learn* book)
- Knowledge Card: *heart*
- “Poet Laureate” (digital platform)

STUDENTS

- “Heart to Heart” (*Learn* book, lesson 2)
- Poem Organizer for “Heart to Heart” (*Learn* book)
- journal

Preparation

- Before instruction, familiarize yourself with appropriate phrasing in “Heart to Heart.” See the Read section for details.

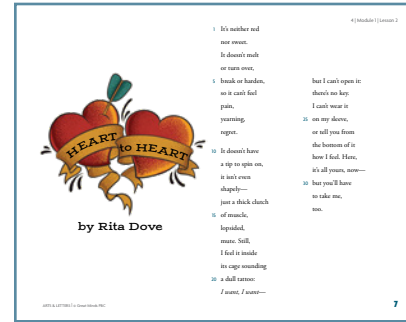
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Heart to Heart” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Heart to Heart.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads the text and identifies what is happening to gain a basic understanding of the text. Tell students that in this lesson they will practice reading the poem aloud and then identify elements to help them understand it.



LEARN 53 minutes

Read | Read “Heart to Heart” with Appropriate Phrasing | 15 minutes

Teacher Note

In the remaining lessons in arc A, students complete the fluency-related learning task in the Read section. Consequently, the Analyze Student Progress information is also in the Read section. In subsequent arcs, learning tasks require students to respond to what they read, so Analyze Student Progress appears in the Respond section.

1. Display the Fluency Reference Chart. Direct attention to the term *fluency*. Invite a student to read aloud the definition. Remind students that reading fluently helps support a reader's understanding of a text. In the previous lesson, students focused on accuracy, or pronouncing words correctly.
2. Tell students that in this lesson they will focus on another element of fluency: phrasing. Direct attention to the term *phrasing* in the reference chart. Read aloud the definition. Explain that phrasing makes reading sound natural, like conversational speech. Fluent readers read in phrases, or groups of words. They also pause for punctuation.

3. Direct students to “Heart to Heart,” located in the *Learn* book. Tell students to listen carefully as you read aloud.
4. Read aloud the first stanza twice. The first time, read word-by-word without attention to phrasing. The second time, emphasize short pauses between meaningful phrases (e.g., after “It’s neither red”) and pauses after punctuation. Then ask this question:

 **How was the second reading of the poem different from the first reading?**

Key Ideas

- pauses between groups of words
 - pauses after punctuation
5. Explain that you will read the first stanza of the poem a third time and annotate the pauses. Read aloud the first stanza, modeling annotations in the displayed poem. Use one slash mark (/) for a short pause and two slash marks (//) for a longer pause.
 6. Direct attention to lines 6 and 7. Think aloud to model how you determined to put one slash mark after the word *pain* by “scooping” or “chunking” phrases.

Teacher Note

Emphasize that there is not a single, correct way to group words into phrases. Slash marks can provide visual cues about where to “scoop” or “chunk” words. Remind students that punctuation can also provide clues for phrasing.

7. Tell students that you will now read the second stanza of the poem twice. Instruct students to listen carefully during the first reading. During the second reading, instruct students to annotate the pauses in their *Learn* book using the same method they employed for the first stanza.
8. Choral Read the first and second stanzas with appropriate phrasing.
9. Instruct students to read aloud the third stanza with a partner, annotate pauses, and then take turns reading the stanza aloud again with phrasing.

Sample Think Aloud

When I read lines 6 and 7, I think about how I would say the words when speaking. I would say the words “so it can’t feel pain” together. I wouldn’t pause at the end of line 6 after saying, “so it can’t feel.” Instead, I want to scoop (or chunk) all the words in lines 6 and 7 so I know at least one thing it can’t feel—pain. The comma after the word *pain* also tells me to pause.

10.  **Introduce the learning task.** Instruct students to work with a partner to read aloud “Heart to Heart” in its entirety, focusing on appropriate phrasing.

Analyze Student Progress

Monitor: Do students read with pauses after meaningful phrases and punctuation?

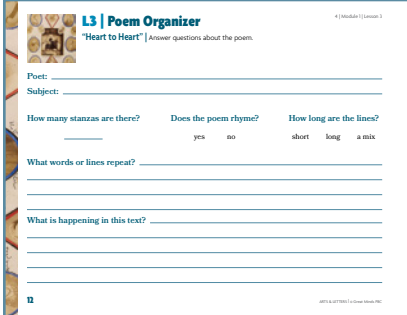
Offer Immediate Support: If students need additional support reading with appropriate phrasing, read aloud the third stanza to model it.

Plan Future Practice: Students practice reading with appropriate phrasing as part of their fluency follow-up work throughout the module.

11. Remind students that reading with appropriate phrasing not only helps readers sound natural but also helps them better understand a text.

Respond | Organize Elements of “Heart to Heart” | 20 minutes

1. Remind students that in the previous lesson they recorded what they noticed and wondered about the poem. In this lesson, they will focus on what is happening in the poem.
2. Explain that “Heart to Heart” is a riddle poem, a poem that describes something but does not name it. Readers of riddle poems use clues in the poem to figure out the poem’s subject.
3. Display the class Poem Organizer for “Heart to Heart,” and direct students to the page in their *Learn* book. Explain that students will use the organizer to help them better understand the poem.
4. Remind students that “Heart to Heart” is by Rita Dove. Instruct students to write the poet’s name at the top of their organizers.



L3 | Poem Organizer
 “Heart to Heart” | Answer questions about the poem.

Poet: _____
 Subject: _____

How many stanzas are there? _____	Does the poem rhyme? yes no	How long are the lines? short long a mix

What words or lines repeat? _____

What is happening in this text? _____

12

5. Tell students that they will skip the Subject line for now. Instruct students to work with a partner to respond to the questions about stanzas, rhyme, lines, and repeated words or lines. For the question about repeated words or lines, tell students to underline the poem's repeated words in their *Learn* book first and then list them on their organizers.

Language Support

Based on your students' needs, define the terms *stanza*, *rhyme*, *line*, and *repeat*, directing attention to examples in "Heart to Heart."

6. Invite a few students to share their responses. Reinforce the correct responses, and add them to the class organizer.
- **stanzas:** 3
 - **rhyme:** no
 - **line length:** short
 - **repeated words or lines:** it, n't (not), feel, I, I want, you

Teacher Notes

"Heart to Heart" has three stanzas. The third stanza begins at the 22nd line.

Help students identify any additional repeated words, underline them in the poem, and add them to their organizers.

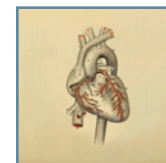
7. Circle or point to the word *it* in the first stanza. Tell students that *it* refers to the subject of the poem. Ask this question:



What is the subject of the poem?

Reinforce the correct response: the heart. Add the subject to the class organizer, and instruct students to do the same on their organizers.

8. Introduce the vocabulary term *heart* by displaying the Knowledge Card. Explain that the Vocabulary Exploration routine has four parts. First, you say the term and simultaneously clap once for each syllable. Next, you identify and share word parts or challenging letter-sound correspondences that can help students accurately decode the word. Then, students copy the action by repeating the term and clapping once for each syllable. Finally, you invite a student to read aloud the definition.



Definition

heart (n.): the organ in a person's chest that pumps blood through their veins and arteries

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

9. Practice this routine with the term *heart*.
10. Tell students that the next section of the organizer asks what is happening in the text. Explain that reviewing repeated words and creating drawings can help readers understand what is happening.
11. Tell students to reread the words they underlined in the first stanza. Then think aloud to model how to determine what is happening in the stanza by examining repetition and creating a drawing.
12. Instruct students to reread the words they underlined in the second stanza. Then tell students that *I* refers to the speaker. Explain that the speaker is the voice of the poem, who could be the poet or an imagined character.
13. Facilitate a brief discussion of this question:

 **What is happening in the second stanza?**

Differentiation Support

To help students organize the stanza, ask these questions:

- In lines 10–13, what does the repeated use of *not* tell you about the heart?
- In lines 14–17, how is a heart described?
- In lines 18–21, what do you learn about the speaker?

Sample Think Aloud

To understand what's happening, I'm going to first look at the repeated words. I see *it*, which refers to a heart, in lines 1, 3, and 6. I see the contraction *n't*, which stands for the word *not*, in *doesn't* and *can't* in lines 3 and 6. From reading lines 1–6, I understand that a heart can't melt or break or feel. I'm going to draw a broken heart and put an X through it to remember that this stanza describes what a heart is not able to do.

Key Ideas

- The heart doesn't have a tip or pretty shape.
- The heart is a "thick clutch of muscle."
- The speaker can feel the heart.

14. Instruct students to create a drawing next to the second stanza that shows what is happening.

15. Tell students to reread the words they underlined in the third stanza. Remind students that *I* refers to the speaker. Then instruct students to Think–Pair–Share to answer this question:



What is happening in the third stanza?

Differentiation Support

To help students organize the stanza, ask these questions:

- In lines 22–28, what is the speaker unable to do with a heart?
- In lines 28–32, what does the speaker do with a heart?

Key Ideas

- The speaker cannot open a heart.
- The speaker cannot wear a heart.
- The speaker cannot use a heart to share feelings.
- The speaker can give a heart to another person.

16. Instruct students to create a drawing next to the third stanza that shows what is happening.

17. Redirect students to this question in their organizers: What is happening in this text? Instruct students to discuss with a partner what is happening in the poem and to add their responses to the organizer.

Language Support

Instruct students to write sentences that describe their drawings and to share their sentences with a partner.

Key Ideas

- This poem describes what a heart can do.
- This poem describes what a heart can't do.
- This poem describes what a person can do with a heart.
- This poem describes what a person can't do with a heart.
- In this poem, the heart is something that can't break or show feelings. It is a clutch of muscle.
- In this poem, the heart is something that can be given to someone else.

18. Invite a few students to share their responses.

19. Tell students that in the next lesson they will take a closer look at some of the language in “Heart to Heart.”

Observe | Describe the Forms Within *Mother and Child* | 18 minutes

- 1.** Remind students that in the previous lesson they noticed and wondered about a work of art. In this lesson, they will consider what is happening in the work of art, just as they considered what is happening in “Heart to Heart.”
- 2.** Display *Mother and Child* without revealing its title or the name of the artist. Explain that the work of art, a sculpture, is an example of abstract art. Introduce the vocabulary term *abstract art* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

Background information about the sculpture and artist will be provided to students in lesson 5.

Definition

abstract art: a work of art that does not try to show the world as it actually is but still uses line, color, shape, form, texture, value, and space; includes works that evoke or react to other ideas or images

3. Tell students that to consider what is happening in a work of art, viewers usually describe the story the art creates and the artistic elements the artist uses. With abstract art, viewers describe the artistic elements that they see. To practice that, instruct students to think about describing this work of art to someone who can't see it. Ask this question:

 **What elements would you include in your description?**

Language Support

When discussing works of art, try to use familiar art terms—such as *color*, *shape*, and *line*—and encourage students to use these terms, too. Instead of pausing to correct students' usage, model how to speak by using appropriate art terms when you ask questions and reinforce responses.

Key Ideas

- size, colors, shapes, lines
 - surface details or textures
 - number of objects or parts
4. Tell students that they see only one side of the sculpture because they are viewing it in a photograph. In a museum, they would be able to see all sides. Explain that the sculpture is three-dimensional, or 3D; in other words, it has a form. Introduce the vocabulary term *form* by displaying the term and definition. Engage students in Vocabulary Exploration.
5. Tell students that when they describe what is happening in this work of art, they will think of it as a 3D object, not a 2D one, such as a photograph or drawing. This means that the shapes they see in the photograph, such as circles or triangles, are actually forms, such as spheres or pyramids.
6. Form small groups and instruct them to discuss these questions:

 **Does the sculpture look like one form or multiple forms?**

 **How would you describe the sculpture?**

Definition

form (n.):

1. an element of art; a three-dimensional object in a work of art
2. the overall physical nature of a work of art
3. the final product that a work of art aspires to

Differentiation Support

To help students describe the sculpture, ask these questions:

- What do you see at the top, middle, bottom, and sides of the sculpture?
- How do the two forms compare in size and color, and how do they interact with one another?
- How would you describe the surface? Are the edges sharp or soft?

Teacher Note

Describing a work of art's visual organization is a key component of art analysis. Encourage students to provide evidence from the work of art to support their thinking, just as they would use textual evidence when responding to questions about a story.

7.  **Introduce the learning task.** Direct students to their journals, and instruct them to write three or more sentences to describe the forms within the sculpture. Encourage students to use the terms *abstract* and *form* in their sentences.

Analyze Student Progress

Monitor: Do students write a description of the sculpture's forms based only on what they see?

Offer Immediate Support: If students need additional support describing the forms in the work of art, ask these questions: Where does the smaller part sit? What colors do you see and where? How would the sculpture feel if you touched it?

Plan Future Practice: Students practice describing what is happening in *The Gross Clinic* in lesson 18.

8. Invite a few students to share their responses.

Key Ideas

- two forms, one large and one small
- larger form sits on ground; smaller form sits on the larger form on the right side; hole in center
- darker gray with black line on one side, beige in center, lighter gray with gray lines on other side
- smooth, hard surface; soft edges

9. Tell students that in the next lesson they will take a closer look at some of the choices the artist made in creating this work of art.

LAND 5 minutes

View “Poet Laureate”

1. Remind students that Rita Dove wrote “Heart to Heart.” Tell them that Rita Dove was a poet laureate, and they will view a video to learn more about her and poet laureates. Play “Poet Laureate.”

Teacher Note

Subsequent lessons do not include instructions to play “Poet Laureate.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

2. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Notes

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about fluency?
- What did you learn from the poem “Heart to Heart” and the work of art?
- What did you learn about poets?

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.7.4 Structure: MM.7.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.C.b, MM.12.4.C.c

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 4

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students continue to build their fluency by reading “Heart to Heart” with expression. Students then examine the language in the poem to uncover the literal and figurative descriptions of a heart. During visual art instruction, students examine the use of negative space in *Mother and Child*. They explain how negative space affects the way they view the work of art.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Read “Heart to Heart” with expression.

LEARNING TASK: Read aloud “Heart to Heart,” using voice to reflect feeling.

Examine negative space in *Mother and Child*.

LEARNING TASK: Explain the effects of negative space in *Mother and Child*.

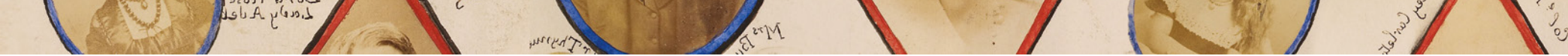
Vocabulary

figurative (adj.)

idiom (n.)

literal (adj.)

negative space



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Heart to Heart” with Expression
- **Respond:** Examine Language in “Heart to Heart”
- **Observe:** Examine Negative Space in *Mother and Child*

LAND

Reflect on Learning

Materials

TEACHER

- “Heart to Heart” (digital platform)
- *Mother and Child* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- Syllable Types (Reference Charts appendix)
- Knowledge Cards: *literal*, *figurative*, *heart*

STUDENTS

- “Heart to Heart” (*Learn* book, lesson 2)
- Idiom Chart for “Heart to Heart” (*Learn* book)
- Glossary for Module 1 (*Learn* book)
- journal

Preparation

- Before instruction, practice reading “Heart to Heart” with expression. See the Read section for details.
- Determine how to display side by side Syllable Types and the terms *literal* and *figurative* with their syllable divisions. See the Respond section for details.

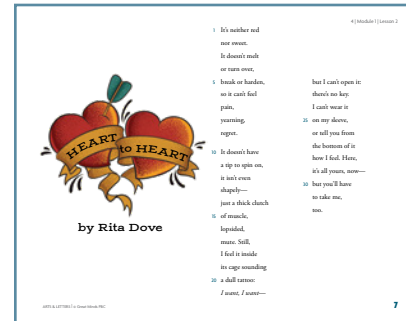
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Heart to Heart” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Heart to Heart.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Explain that during a Reveal lesson the class focuses on only part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will practice reading the poem fluently and will then look more closely at the language of the poem to better understand what it says about a heart.



LEARN 53 minutes

Read | Read “Heart to Heart” with Expression | 15 minutes

1. Display the Fluency Reference Chart. Direct attention to the term *fluency*. Remind students that when readers read the words of a text fluently, they can focus on what those words mean to better understand the text. In the last lesson, students focused on reading with appropriate phrasing.
2. Tell students that in this lesson they will focus on reading with expression. Direct attention to the term *expression* on the reference chart. Read aloud the definition. Explain that reading with expression helps the reader understand the meaning of a text.
3. Direct students to “Heart to Heart,” located in the *Learn* book. Tell students that you will read the poem with expression. Instruct students to follow along and listen carefully to your voice as you read aloud.

4. After you read the poem aloud, ask this question:



Do you understand the poem better after hearing me read it with expression?

Differentiation Support

- What did I do with my voice that guided your understanding?
 - Did you hear me say a word or phrase softly, loudly, or forcefully?
5. Emphasize that reading with expression communicates the meaning of words and phrases, helping readers better understand a text.
6. Explain that when you read aloud and then students read aloud the same text after you, they are Echo Reading. Practice this routine by reading aloud the poem and instructing students to echo you, trying to match the expression in your voice.
7.  **Introduce the learning task.** Instruct students to work with a partner to read aloud “Heart to Heart,” focusing on expression.

Analyze Student Progress

Monitor: Do students read the poem with expression, emphasizing important words such as *here* in line 28?

Offer Immediate Support: If students need additional support reading with expression, Echo Read and then Choral Read each stanza.

Plan Future Practice: Students practice reading with expression as part of their fluency follow-up work throughout the module.

8. Remind students that reading with expression helps communicate the meaning of a text.

Respond | Examine Language in “Heart to Heart” | 20 minutes

1. Remind students that in the previous lesson they created drawings and described what happens in the poem. In this lesson they will look more closely at the two types of language that Rita Dove uses to discover what the poem reveals about the heart.
2. Display side by side Syllable Types and the term *literal* with its syllable division, lit-er-al. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students produce an inaccurate vowel sound while blending syllables to read the term, ask this question: What other sound could this vowel make?

Teacher Note

Throughout the year, students practice decoding multisyllabic words using syllable types. Teachers may choose to use syllable type guidance from their foundational skills program as students work to decode multisyllabic words in isolation and in context.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

3. Tell students that one type of language that Rita Dove uses to describe the heart is literal language. Display the Knowledge Card for *literal*. Invite a student to read aloud the definition.
4. Display side by side Syllable Types and the term *figurative* with its syllable division, fig-ur-a-tive. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

4 | Module 1 | Reference Charts

Syllable Types		
Syllable Type	Examples	Definition
Closed	be-gin fun-ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	be-lem car-go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep-tile mis-take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea-nut en-joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel+ Controlled	par-ty fur-ther	a syllable with ar, er, ir, or, or ur; the vowel sound often changes
Consonant-le	lit-tle ta-ble	an unstressed final syllable that contains a consonant before the letter l, followed by a silent e
Other: Stable Final	fic-tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -clous, -tious)

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Definition

literal (adj.): involving the ordinary or usual meaning of a word or phrase

5. Tell students that Dove also uses figurative language to describe the heart in the poem. Display the Knowledge Card for *figurative* and its definition. Invite a student to read aloud the definition.
6. Explain that writers use various types of figurative language. One type used frequently in “Heart to Heart” is the idiom.
7. Display the Idiom Chart for “Heart to Heart,” and direct students to the page in their *Learn* book. Invite a student to read aloud the instructions at the top of the chart, which contain the definition of the term *idiom*. Tell students that the chart lists the idioms referred to in the poem and that they will examine those idioms more closely.
8. Instruct students to silently read the list of idioms and their meanings, annotating any idioms that are familiar to them.



Definition

figurative (adj.): involving the meaning of a word or phrase that is different from its ordinary or usual meaning

L4 Idiom Chart	
“Heart to Heart” An idiom is an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own. Annotate idioms you are familiar with in the idioms column.	
Idioms	Meanings
melts my heart	makes me feel sympathy or affection
my heart turned over	felt strong feelings
a broken heart	feeling very sad
hardens my heart	to block myself from feeling love
open my heart	to allow myself to feel something
a key to my heart	way to unlock love
wear my heart on my sleeve	to openly express emotions
from the bottom of my heart	to express something honestly

Definition

idiom (n.): an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own

Language Support

Echo Read the list of idioms and their meanings. Direct attention to the first idiom, and explain how it is used as a figurative expression by using it in a sentence.

9. Instruct students to work with a partner to share familiar idioms and to create a sentence for one of the idioms in the list. Invite a few students to share their sentences.
10. Direct attention to “Heart to Heart.” Instruct students to read the first stanza with a partner, annotating for words that are connected to the idioms. Tell pairs to discuss the meanings of the idioms.

Teacher Note

Remind students that the idioms in the poem are references to idioms in the chart, which means the idioms in the poem may not appear exactly as they are written in the chart.

Language Support

To help students identify the idioms in the poem, annotate the line “It doesn’t melt,” and ask these questions: What idiom uses the word *melt*? What does this idiom mean?

11. Ask this question:



What do the idioms in this stanza have in common?

Key Ideas

- have to do with feelings or emotions, including sympathy, sadness, and love
- have to do with being unable to feel emotions

12. Instruct students to independently read the rest of the poem, annotating for idioms and considering their meanings. Then ask this question:



What do the idioms in the second and third stanzas show about the heart?

Key Ideas

- The heart is connected to emotions.
- The heart expresses feelings such as love.
- The heart allows someone to feel emotions.

13. Ask this question:



What does the language in “Heart to Heart” reveal about the heart?

Key Ideas

- The heart is not just an organ.
- The heart can represent feelings or emotions.
- The term *heart* has more than one meaning.

14. Emphasize that just as language can be literal and figurative, the term *heart* has both a literal and figurative meaning.

Differentiation Challenge

To deepen student understanding of how the poem is constructed, challenge students to use an idiom that is not on the Idiom Chart to write an additional stanza for “Heart to Heart.”

15. Display the Knowledge Card for *heart*, and direct attention to the image to spark students’ memory. Remind students that the heart is an organ in their chest that pumps blood through their veins and arteries. Direct students to the term *heart* in the Glossary for Module 1, located in the *Learn* book. Instruct them to add in the Notes section a description of a figurative heart as representing feelings or emotions.



Observe | Examine Negative Space in *Mother and Child* | 18 minutes

1. Tell students that just as poets make choices about the language they use in poems, artists make choices about the elements they use in their works of art. Artists decide where to use different elements, such as shape and form. They also decide where not to use elements.
2. Introduce the vocabulary term *negative space* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

negative space: the empty areas between and around a subject in a work of art; in a three-dimensional work of art (e.g., a sculpture), the area not occupied by the art itself

3. Display *Mother and Child* without revealing its title or the name of the artist. Instruct students to look closely at the sculpture for at least one minute.

Teacher Note

Background information about the sculpture and artist will be provided to students in lesson 5.

4. After at least one minute of silent observation, ask this question:



How would you describe the negative space in this sculpture?

Differentiation Support

To help students identify and describe negative space, ask these questions:

- Where in this work of art do you see negative space?
- Are the areas of negative space bigger or smaller than the positive space or the sculpture itself?
- What shapes or forms are created by the negative space?

Key Ideas

- The negative space is in the center and at the bottom.
- The negative space is small compared to the sculpture itself.
- The negative space creates shapes, including circles/spheres and triangles/pyramids.

5. Point to areas of negative space in the displayed art based on student responses. Ask this question:



Why do you think the artist included negative space?

Key Ideas

- adds interest
- helps create shapes and forms
- evokes emotions

6. Ask this question:

 **Where do the shapes draw your attention?**

Key Ideas

- to the center
- upward and to the right
- to the smaller object that sits on top of the larger object

7.  **Introduce the learning task.** Direct students to their journals, and instruct them to write a response to this question:

 **How does the negative space influence the way you view the sculpture?**

Analyze Student Progress

Monitor: Do students explain how negative space draws attention to the center of the sculpture and to the small object?

Offer Immediate Support: If students need additional support explaining the effects of negative space, provide this sentence frame: The negative space guides my eye to _____ and to _____.

Plan Future Practice: Students practice examining a specific aspect of *The Gross Clinic* in lesson 19.

8. Invite a few students to share their responses.

Key Ideas

- Negative space helps create the shapes and form of the sculpture.
- Negative space guides the eye around the sculpture and brings the focus to the center of the sculpture.
- Negative space draws attention to the small object at the top right.

9. Tell students that in the next lesson they will learn the title of the sculpture and more about the artist.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about fluency?
- What did you learn from the poem “Heart to Heart” and the work of art?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.B, MM.5.4.B.b

MM.7.4 Structure: MM.7.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, M M.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 5

Essential Question | What does having a great heart mean?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students continue their fluency practice by reading “Heart to Heart” at an appropriate rate. Students then synthesize their understanding of the poem to determine and discuss a central idea. During visual art instruction, students connect what they learned about the artistic elements in *Mother and Child* to express a central idea about the work of art.

P A Prologue to lesson 5 is available for students who need additional support.

Learning Goals

Read “Heart to Heart” fluently at an appropriate rate.

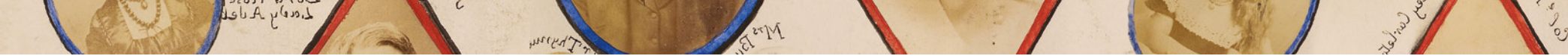
LEARNING TASK: Practice a fluent read of “Heart to Heart,” using an appropriate rate.

Conclude what *Mother and Child* communicates about motherhood.

LEARNING TASK: During a class discussion, explain what the sculpture conveys about the relationship between a mother and child.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Heart to Heart” Fluently at an Appropriate Rate
- **Respond:** Discuss a Central Idea in “Heart to Heart”
- **Observe:** Discuss a Central Idea in *Mother and Child*

LAND

Reflect on Learning

Materials

TEACHER

- “Heart to Heart” (digital platform)
- *Mother and Child* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- “An Evening of Poetry” (digital platform)

STUDENTS

- “Heart to Heart” (*Learn* book, lesson 2)
- journal

Preparation

- none

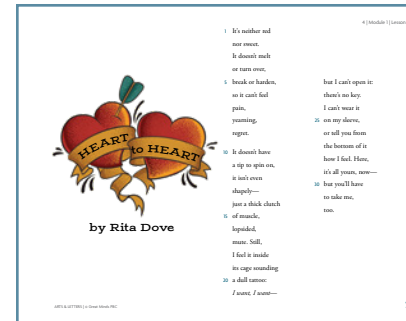
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Heart to Heart” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Heart to Heart.”
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Explain that during a Distill lesson the class puts together what they learned from different parts of the text. The class uses the evidence they gathered from the text to discuss a central idea. Tell students that in this lesson they will read aloud “Heart to Heart” to practice fluency. Then they will review the poem and consider its overall meaning.



LEARN 53 minutes

Read | Read “Heart to Heart” Fluently at an Appropriate Rate | 12 minutes

1. Ask this question:

What do you know about these elements of fluency: accuracy, phrasing, and expression?

Key Ideas

- **accuracy:** decoding words correctly
 - **phrasing:** grouping words into phrases
 - **expression:** using your voice to give meaning to words
2. Tell students that in this lesson they will focus on reading with accuracy, phrasing, and expression at an appropriate rate. Display the Fluency Reference Chart. Direct attention to the term *rate* on the reference chart. Read aloud the definition. Explain that reading at an appropriate rate means to read a text at the speed of normal language or conversation so the text can be understood.

3. Direct students to “Heart to Heart,” located in the *Learn* book. Instruct students to follow along and listen carefully to Rita Dove as she reads her poem “Heart to Heart” fluently at an appropriate rate. Play “An Evening of Poetry.”
4. Display “Heart to Heart.” Choral Read “Heart to Heart” at an appropriate rate.
5.  **Introduce the learning task.** Instruct students to work with a partner to read “Heart to Heart” aloud, focusing on elements of fluency, including an appropriate rate.

Analyze Student Progress

Monitor: Do students read with accuracy, phrasing, and expression at a rate of normal conversation?

Offer Immediate Support: If students need additional support reading at an appropriate rate, Echo Read a stanza of “Heart to Heat” to model it.

Plan Future Practice: Students practice reading fluently at an appropriate rate as part of their fluency follow-up throughout the module.

6. Remind students that reading fluently means reading with accuracy, phrasing, and expression at an appropriate rate so the reader or listener can understand the text.

Respond | Discuss a Central Idea in “Heart to Heart” | 23 minutes

1. Display and Choral Read the discussion question: What does the poem teach us about a heart? Tell students that they will again look closely at the poem to help them prepare to discuss this question and determine a central idea.

Language Support

Remind students that a central idea is an important idea or lesson that a reader learns.

2. Direct attention to “Heart to Heart.” Instruct students to review the poem, along with their annotations, drawings, and notes. Tell students to jot a response to this question in their journal:

 **What message is the poet sharing about the heart in each stanza?**

Differentiation Support

To prepare students to answer the prompt, tell them to gather evidence to answer this question first: How can you describe a heart (e.g., literally, as a “clutch of muscle” inside a person; figuratively, by using idioms such as “on my sleeve”)?

3. Display and introduce the speaking and listening goals for the discussion:

- Speak at a rate others can understand.
- Take turns with others when speaking.

Teacher Notes

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students’ progress toward each goal.

If possible, arrange students in a circle for the discussion.

4. Remind students that just as reading at an appropriate rate supports understanding, speaking at an appropriate rate does, too. Tell students that they will use a nonverbal signal (e.g., raise a hand) during the discussion when they want to share their ideas.
5. Explain that students will now engage in a discussion. Remind students to use a nonverbal signal when they want to speak. Begin the discussion by asking this question:

 **What message is the poet sharing about the heart in each stanza?**

Key Ideas

- **first stanza:** The heart is a place where feelings can be felt.
- **second stanza:** The heart is an organ in the body, but it is more than that, as it impacts emotions.
- **third stanza:** Sharing emotions can be hard, but the heart can be shared with others.

6. Continue the discussion by asking this question:

 **What does the whole poem teach us about the heart?**

Key Ideas

- It is hard to describe the human heart.
- The heart is not only part of a person's body; it also reflects the emotions they feel.
- A heart makes a person complete. It keeps them alive and helps them share feelings.
- Love is giving your heart to, or sharing your feelings with, someone else.

7. Direct students to their journals, and instruct them to write a central idea about “Heart to Heart.”

Observe | Discuss a Central Idea in *Mother and Child* | 18 minutes

1. Tell students that just as they examine a written text to determine a central idea, they can examine a work of art to determine a central idea. To do that, they will observe the work of art and think about this question: What does the artist help me see? Explain that works of art can communicate many important ideas, in part because different viewers see the art differently.
2. Display *Mother and Child* without revealing its title. Tell students that the abstract sculpture is by the British artist Barbara Hepworth. Hepworth created the piece in 1934. She carved the two parts of the sculpture from one piece of Cumberland alabaster, a type of stone. Share the dimensions: about 8.5 by 8 by 7.5 inches (a little smaller than a piece of paper).
3. Explain that Hepworth was interested in work that explored the relationship between forms. She started with realistic representations of people and then moved toward more abstract representations.
4. Instruct students to look closely at the sculpture for at least one minute.

5. After at least one minute of silent observation, ask this question:



How would you describe the relationship between the two forms?

Differentiation Support

Guide students to compare the forms, including their sizes and locations.

Key Ideas

- one large form, one small form
- smaller form on top of larger form
- distinct forms that appear connected

6. Tell students that the sculpture is titled *Mother and Child*. Explain that Hepworth was the mother of four children. She gave birth to triplets the same year she made this sculpture. Facilitate a discussion of these questions:



Which part of the sculpture might show a mother?



Which part might show a child?



How are the mother and child interacting?

Key Ideas

- **mother:** the larger object, or form
- **child:** the smaller object, or form
- The mother is holding the child, and the child is sitting on the mother's knees.
- The mother is reaching for the child, and the child is moving away from the mother.

Teacher Note

This work of art provides students an opportunity to reflect on caring relationships between adults and children. Take into account your students' experiences during this lesson. If appropriate, rephrase questions to highlight typical relationships between a caregiver and child.

7. Ask this question:

 **What qualities are typically associated with a mother-and-child relationship?**

Key Ideas

- loving
- supportive
- attentive

8. Instruct students to discuss this question in small groups:

 **What evidence in the work of art supports these qualities?**

Teacher Note

Simultaneously display *Mother and Child* and a list of qualities students generated that suggest a caring relationship, or incorporate a list of qualities within the question.

Differentiation Support

Tell students to consider:

- the size and edges of the sculpture and what emotions are associated with each;
- the size of the two forms and how the forms relate to each other in proportion, position, and angle; and
- the negative space in the center of the sculpture and how a mother might feel about space between herself and her child.

Key Ideas

- **loving:** curved edges, larger form reaching for smaller form
- **supportive:** larger form balancing the smaller form
- **attentive:** larger form remains connected to smaller form even with space between them

9. Tell students that they will now have another opportunity to practice the speaking and listening goals:
 - Speak at a rate others can understand.
 - Take turns with others when speaking.
10. Display and Choral Read the discussion question: What does the artist help me see about the relationship between a mother and child?

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

11. Instruct students to silently think of a central idea the sculpture conveys about a mother-and-child relationship.
12.  **Introduce the learning task.** Explain that students will now engage in a discussion to share what the sculpture conveys about the relationship between a mother and child. Remind students to use a nonverbal signal (e.g., raise a hand) when they want to speak. Begin the discussion by asking this question:

 **What does the artist help me see about the relationship between a mother and child?**

Analyze Student Progress

Monitor: Do students share a central idea about a mother-and-child relationship related to the sculpture?

Offer Immediate Support: If students need additional support determining a central idea, direct attention to the smaller object and ask these questions: Is the smaller object connected to the larger object? What does the arrangement tell you about a child's relationship to their mother?

Plan Future Practice: Students practice concluding what *The Gross Clinic* communicates about Dr. Gross in lesson 20.

13. At the end of the discussion, reinforce key ideas.

Key Ideas

- The relationship is supportive and connected.
- A mother wants to maintain contact with a child.
- A child may want to move away from a mother.

14. Direct students to their journals, and instruct them to write a central idea about *Mother and Child*.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about fluency?
- What did you learn from the poem “Heart to Heart” and the sculpture *Mother and Child*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.C.b, MM.12.4.C.c

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DF Develop Foundations

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 6

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students perform a fluent reading of “Heart to Heart” in small groups. Students then synthesize their knowledge to express what they learned about poetry and a literal and figurative heart. During visual art instruction, students review their knowledge to express what they learned about *Mother and Child*. Students practice writing complete sentences as they write about knowledge they gained.

Learning Goals

Read “Heart to Heart” with fluency.

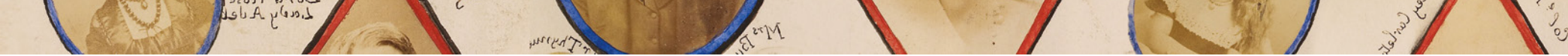
 **LEARNING TASK:** Perform a fluent reading of “Heart to Heart” for a small group.

Reflect on knowledge gained from studying *Mother and Child*.

 **LEARNING TASK:** Write complete sentences to express knowledge gained from *Mother and Child*.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Heart to Heart” with Fluency
- **Respond:** Express Knowledge About “Heart to Heart”
- **Observe:** Express Knowledge About *Mother and Child*

LAND

Synthesize Learning

Materials

TEACHER

- “Heart to Heart” (digital platform)
- *Mother and Child* (digital platform)

STUDENTS

- “Heart to Heart” (*Learn* book, lesson 2)
- World Knowledge Statements (*Learn* book)

Preparation

- Prepare charts with subjects (literal language, figurative language, hearts, Rita Dove, poet laureates) and place them around the classroom.

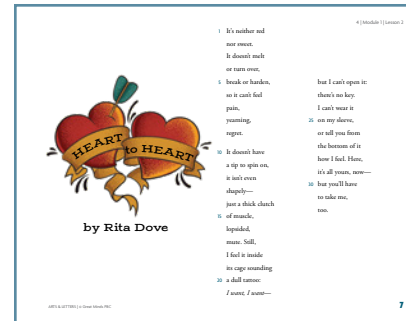
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Heart to Heart.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will perform a fluent reading of “Heart to Heart.” Then they will think and write about the knowledge they gained while studying the poem.



LEARN 53 minutes

Read | Read “Heart to Heart” with Fluency | 12 minutes

1. Facilitate a brief discussion of what it means to read with fluency. Prompt students to name the fluency elements (i.e., accuracy, phrasing, expression, rate) as part of their discussion.
2. Tell students that in this lesson they will perform a fluent reading of “Heart to Heart” for a small group.

Differentiation Support

Provide time for students to practice reading the fluency passage independently before performing for their groups.

3.  **Introduce the learning task.** Direct students to “Heart to Heart,” located in the *Learn* book. Form small groups, and instruct students to take turns performing a fluent reading of the poem. Remind students that they should correct their mistakes as they read.

Analyze Student Progress

Monitor: Do students read aloud the fluency passage accurately, with appropriate phrasing and expression, and at a reasonable speed so their audience can understand them?

Offer Immediate Support: If students need additional support reading fluently, Choral Read “Heart to Heart.” Instruct students to try to match how you read the poem.

Plan Future Practice: Students practice performing a fluent reading in small groups as part of their fluency follow-up work throughout the module.

4. Ask this question:

 **How was the fluency work with “Heart to Heart” helpful to you?**

5. Emphasize that fluency supports a reader’s understanding of the text, making reading more enjoyable.
6. Tell students that they will continue to practice fluency with additional texts throughout the module.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on setting goals, tracking progress, and identifying readers who need regular fluency support.

Respond | Express Knowledge About “Heart to Heart” | 23 minutes

1. Direct attention to the World Knowledge and ELA Knowledge Charts, and read aloud a few knowledge statements related to “Heart to Heart.”
2. Explain that each time the class reflects on their knowledge, they will learn about different ways to express that knowledge. Tell students that in this lesson they will practice forming complete sentences to express their new knowledge.

3. Explain that a complete sentence contains a subject and a predicate. A subject includes a noun and tells who or what is doing something. Display and read aloud the sample subject *poems*.
4. Tell students that a predicate includes a verb and describes the action, effect, or condition of the subject. Add a predicate to the displayed subject to model how to create a complete sentence, and read aloud the sentence (e.g., Poems often have repeated words.).
5. Explain that a group of words missing a subject or a verb is called a fragment. These should be avoided in writing.
6. Tell students that they will create complete sentences to express their knowledge of different subjects. Direct attention to the subjects displayed on chart paper around the room: literal language, figurative language, hearts, Rita Dove, poet laureates.
7. Form groups by assigning students to one of the subject charts. Tell students to stand next to their assigned chart. Instruct groups to discuss predicates for their subject and record one complete sentence on the chart. Rotate groups to the next chart, and repeat the process until they have written sentences for all five subjects.

Language Support

To help students generate predicates for their subjects, play “Poet Laureate” or direct students to the Gallery for “Poet Laureate,” located in the *Learn* book. In addition, direct attention to information about specific subjects on the World Knowledge and ELA Knowledge Charts.

8. Direct students to the World Knowledge Statements page, located in the *Learn* book. Instruct students to write at least three complete sentences based on their work with the subject charts to express their new knowledge. Encourage students to write knowledge statements with different subjects.

Teacher Note

As a result of studying figurative and literal language in a poem, students may write knowledge statements related to both the world and English language arts.

9. Invite a few students to share their knowledge statements.

Key Ideas

- Literal language describes things as they are.
- Hearts can show emotions.
- Rita Dove visited schools to read poetry.

Observe | Express Knowledge About *Mother and Child* | 18 minutes

1. Display *Mother and Child*. Remind students that not only have they built knowledge about a poem, but they have also built knowledge about a work of art. Read aloud a few knowledge statements related to *Mother and Child* from the World Knowledge and ELA Knowledge Charts.
2. Tell students that they will express knowledge about *Mother and Child* in complete sentences.
3. Display and read aloud these subjects: abstract art, negative space, mothers, children.
4. Form groups of three students. Instruct groups to create complete sentences for two of the subjects by adding predicates.
5.  **Introduce the learning task.** Direct students to the World Knowledge Statements page, located in the *Learn* book. Instruct students to write at least two complete sentences that express knowledge about *Mother and Child*.

Analyze Student Progress

Monitor: Do students express their knowledge about *Mother and Child* in complete sentences?

Offer Immediate Support: If students need additional support forming knowledge statements as complete sentences, ask these questions about the subjects: What is abstract art? What is negative space? How might a mother feel about a child, or how might a child feel about a mother?

Plan Future Practice: Students practice expressing what they learned about *The Gross Clinic* in lesson 21.

6. Invite a few students to share their knowledge statements.

Key Ideas

- Abstract art does not show the world as it is.
- Negative space is the empty space in a work of art.
- Mothers support their children.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



What does having a great heart mean?

2. Use responses to reinforce these Knowledge Threads:
 - Authors use literal and figurative language to explain the complex physical functions of the human heart.
 - Authors use literal and figurative language to explain complex emotions frequently associated with the heart.
 - Authors and artists depict what it means to have a literal or figurative great heart.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What language can you use to describe a heart?
- What central ideas do the poem and sculpture share?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.b, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B, DF.5.4.C

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 7

Essential Question | What does having a great heart mean?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students listen closely to pages 2–14 of *The Circulatory Story*, share what they notice, and ask related questions. This work helps students review the text features in the second part of the book to annotate what they notice and wonder and unknown words. Students focus on the term *circulatory system*, using different strategies to determine its meaning.

Learning Goals

Notice and wonder about *The Circulatory Story*.

 **LEARNING TASK:** Write three things you notice about *The Circulatory Story* and three related questions.

Determine the meaning of an unknown term.

 **LEARNING TASK:** Use the meanings of the root *circ* and the word *system* as well as context clues to write a definition for *circulatory system*.

Vocabulary

circulatory system

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Listen Closely to *The Circulatory Story*
- **Respond:** Notice and Wonder About *The Circulatory Story*
- **Respond:** Use Strategies to Define a Term

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- class Notice and Wonder Chart for “Heart to Heart” (lesson 2)
- class Notice and Wonder Chart for *The Circulatory Story* (*Learn* book)
- Knowledge Card: *circulatory system*

STUDENTS

- *The Circulatory Story*
- Notice and Wonder Chart for *The Circulatory Story* (*Learn* book)
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *The Circulatory Story* by reading aloud the title, author, and illustrator. Tell students that in this lesson they will read the first part of this text and write down what they notice and wonder about specific elements of the text.

LEARN 53 minutes

Read | Listen Closely to *The Circulatory Story* | 15 minutes

1. Remind students that they began studying “Heart to Heart” by noticing and wondering. Tell students that they will repeat the same process with the text *The Circulatory Story*. Display the class Notice and Wonder Chart for “Heart to Heart,” and read aloud a strong example of something that was noticed and a related question.
2. Instruct students to examine the front and back covers of *The Circulatory Story*.
3. Read aloud the book’s description on the back cover.

Notice	Wonder

4. Display the class Notice and Wonder Chart for *The Circulatory Story*, and direct students to the page in their *Learn* book. Facilitate a brief discussion of this question:

What do you notice and wonder about the front and back covers?

Language Support

Think aloud to model how to notice and wonder about the front and back covers.

5. Add a few responses to the class chart.
6. Tell students to annotate what they notice and wonder as you read aloud the portion of pages 2–14 from “Can you feel” to “you’re headed, too,” including text features. Instruct students to annotate what they notice with an *N* and what they wonder with a *W*.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *cell*, *oxygen*, *tissues*). Use subsequent readings to reinforce synonyms for the words you selected.

Respond | Notice and Wonder About *The Circulatory Story* | 18 minutes

1. Instruct students to review the text features on pages 1–14, reading the headings and speech bubbles and looking closely at the illustrations. Instruct students to annotate new items that they notice and related questions. Remind students to include unknown words in their annotations.
2. Invite a few students to share what they notice and related questions. Add a few responses to the class chart.

Teacher Note

As students share what they notice and wonder, listen for evidence of the knowledge and skills they built in previous lessons. In addition, listen for connections among ideas in the texts as the module progresses. Use the information you gather to prepare for subsequent lessons with this text.

3. Tell students that they will notice and wonder about the text features in the second part of *The Circulatory Story*. Instruct students to review the text features on pages 14–39. Instruct students to annotate what they notice and wonder as well as unknown words in those features.

Differentiation Support

To encourage students to notice and ask questions about a variety of text features, direct attention to specific features, such as illustrations and the glossary.

4.  **Introduce the learning task.** Instruct students to use their charts to write three additional things they notice and related questions about the text features on pages 14–39.

Analyze Student Progress

Monitor: Do students write three things they notice about the text features and three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct them to the illustration on page 20 and ask these questions: What do you notice about this illustration? What question do you have about it?

Plan Future Practice: Students practice writing what they notice and wonder about “The Legacy of Walter Dean Myers” in lesson 22.

5. Invite a few students to share what they notice and related questions. Add their responses to the class chart.
6. Direct students to the glossary in *The Circulatory Story*, located on pages 40–41. Explain that students can use the glossary to look up definitions for unknown words they annotate. They can use a class or online dictionary to look up words that are not in the glossary.

Teacher Note

Students’ annotations may result in a diverse list of unknown words. Encourage students to consult a dictionary or thesaurus to define the words they annotated. Students’ selected words can present an opportunity for additional work with morphology, practice with solving for word meaning, and practice using topic-specific vocabulary in writing.

Respond | Use Strategies to Define a Term | 20 minutes

Teacher Note

This lesson includes two Respond sections to allow students additional time to explore an important vocabulary term from *The Circulatory Story*. This extended exploration of the term will support comprehension of the text.

1. Explain that using a glossary is one way to define unknown words. Other ways include using word parts, prior knowledge, and context clues in the sentences that surround the word.
2. Display and read aloud these sentences from page 5 of the *The Circulatory Story*: “It’s a trip through the body’s circulatory system. Your adventure begins in a tiny drop of blood.”
3. Tell students that the term *circulatory system* may be unknown. Explain that the class will look at the two words that make up the term. Direct attention to the word *circulatory*. Explain that the root in *circulatory* provides a clue to the word’s meaning. Highlight and say aloud the root *circ*. Then ask these questions:



What does this word part remind you of?



How might *circ* help you understand *circulatory*?

Key Ideas

- The root *circ* is like the word *circle*.
 - If *circ* relates to *circle*, then *circulatory* does too.
4. As students share, reinforce the correct definition: ring, as in the shape of a circle.

5. Direct attention to the word *system*. Ask this question:



What do you know about the word *system*?

Language Support

Display this sentence to provide context for the word *system*: The art teacher uses a system of different colored baskets to store artwork from her many classes.

Key Ideas

- a way of doing things
- a way to organize
- parts that make up something

6. As students share, reinforce the correct definition: a group of related parts that work together.

7.  **Introduce the learning task.** Direct students to their journals, and instruct them to work with a partner to write a definition for *circulatory system*. Tell students to use what they know about *circ* and *system* and to silently read the sentences that surround the term on page 5.

Analyze Student Progress

Monitor: Do students' definitions include a circle and a way for blood to move?

Offer Immediate Support: If students need additional support writing a definition for *circulatory system*, provide this word bank: *circle, parts, work together, blood*.

Plan Future Practice: Students practice using strategies to determine the meaning of an unknown word in lesson 12.

8. Invite a few students to share their definitions.

Key Ideas

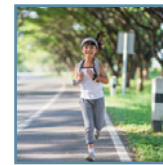
- a way for blood to move in a circle
- parts that help blood travel in the shape of a circle

Teacher Note

Students will continue morphology word work with the root *circ* on the Responsive Teaching day, lesson 16.

9. Introduce the vocabulary term *circulatory system* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

10. Instruct students to work with their same partner to discuss how the definition of *circulatory system* on the Knowledge Card is similar to and different from the one they wrote in their journals.



Definition

circulatory system: the heart and a group of connected tubes that together move blood throughout the body

11. Direct students to their Notice and Wonder Chart. Ask this question:



Now that you know the definition of *circulatory system*, what additional questions do you have about the term?

Instruct students to write additional questions on their chart.

12. Tell students that they will learn more about the circulatory system as they explore *The Circulatory Story* in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Circulatory Story*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.A.d, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 8

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students reread sections from *The Circulatory Story* to describe how the heart works. Students organize the information in each section of the text by identifying the main idea and key details, which they use to summarize the text. During writing instruction, students examine the Writing Model for Module 1 and use it to explain how information is organized in an informative essay. This work prepares students for informative essay writing tasks throughout module 1.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Describe the human heart by using information from *The Circulatory Story*.

LEARNING TASK: Identify key details and a main idea for pages 11–13 in *The Circulatory Story* by using the informational outline.

Analyze a writing model to examine its structure.

LEARNING TASK: Write to explain the organization of an informative essay.

Vocabulary

inform (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify the Main Ideas and Key Details
- **Respond:** Summarize Important Information
- **Write:** Examine a Writing Model

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- Knowledge Card: *circulatory system*
- class Informational Outline 1 for *The Circulatory Story* (*Learn* book)
- Syllable Types (Reference Charts appendix)

STUDENTS

- *The Circulatory Story*
- Informational Outline 1 for *The Circulatory Story* (*Learn* book)
- Writing Model for Module 1 (*Learn* book, Writing)
- journal

Preparation

- Determine how to display side by side Syllable Types and the term *ventricle* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will organize the information from sections of the text to help them summarize what they read.

LEARN 53 minutes

Read | Identify the Main Ideas and Key Details | 19 minutes

1. Instruct students to find their pulse by placing their index and middle fingers on their neck to the side of their throat, just under their jaw. Facilitate a brief discussion in response to this question: Why do you have a pulse?
2. Tell students that they will learn more about the circulatory system and will return to the discussion question later. Direct students to follow along as you read aloud pages 2–13 of *The Circulatory Story*, starting with “Can you feel.”
3. Display the Knowledge Card for *circulatory system*, and direct attention to the image to spark students’ memory. Remind students that the circulatory system includes the heart and a group of connected tubes that move blood and oxygen through the body. Explain that the whole text is about the circulatory system; in this lesson, students will learn about the first part of the circulatory system, the heart.

4. Display the class Informational Outline 1 for *The Circulatory Story*, and direct students to the page in their *Learn* book. Explain that an informational outline can help readers organize main ideas about a topic in an informational text and that an informational text often has several main ideas. Tell students that they will use the outline to collect the main ideas and key details in several sections of the text.
5. Direct attention to the Topic line on the class informational outline. Record the topic: the heart. Instruct students to add the topic to their informational outline.
6. Direct attention to the first Main Idea box on the class informational outline. Explain that one way a reader can identify a main idea is to examine key details and think about an idea suggested by the details.
7. Read aloud page 8. Model how to annotate the text and add the key details to the class informational outline.
 - The heart is enclosed in a protective sac.
 - The heart is strong and works hard.
 - The heart beats day and night.

Instruct students to add key details to their informational outline.

8. Think aloud to demonstrate how to determine the main idea for this section. Add the main idea to the class informational outline. Instruct students to add the main idea to their informational outline.

L8 | Informational Outline 1
The Circulatory Story | Add main ideas and key details from pages 8-13 to the chart.

Topic:	Main Idea:	Key Details:
the heart		• The heart is enclosed in a protective sac. • The heart is strong and works hard. • The heart beats day and night.

Sample Think Aloud

I identified key details that say the heart is protected, strong, and working hard day and night. All of those details tell me that the heart is an important part of the circulatory system.

9. Tell students that before they continue to read *The Circulatory Story*, they will decode a multisyllabic word with the text. Display side by side Syllable Types and the term *ventricle* with its syllable division, ven-tri-cle. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students produce an inaccurate vowel sound while blending syllables to read the term, ask this question:
What other sound could this vowel make?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

10. Instruct student pairs to read aloud pages 9–10, starting with the heading “Stay on Your” and including illustrations. Tell students that they will work together to practice identifying key details. Instruct students to annotate the text for key details about the heart.

Differentiation Support

Throughout this module, students read grade-level, complex texts. Students may read independently or require more support. Identify the level of support each student needs to progress toward independence. Implement an appropriate approach, such as reading with a partner, Choral Reading, Echo Reading, or listening to the teacher read aloud.

Language Support

Before students begin independent reading, define select words with a synonym (e.g., *chambers*, *consistent*). Use subsequent readings to reinforce synonyms for the words you selected.

11. Instruct student pairs to review their annotations on pages 9–10 and to add key details to their informational outlines.

Differentiation Support

To help students focus on key details, ask these questions:

- What does the inside of the heart look like?
- What do we learn about the way the heart is divided?

Invite a few students to share their responses.

Key Ideas

- The heart has two sides and four chambers.
- The left side of the heart pumps blood throughout the body, and the right side pumps blood to the lungs.
- The heart's upstairs rooms are called atria, and the downstairs rooms are called ventricles.

12. Instruct students to Think–Pair–Share to answer this question:

 **What is the main idea of the section on pages 9–10?**

Use responses to emphasize the importance of using key details in the main idea. Provide a sample main idea: The heart has a special design that allows it to pump blood throughout the body. Instruct students to add the main idea in their own words to their informational outline.

Respond | Summarize Important Information | 16 minutes

1. Instruct students to read pages 11–13, starting with the heading “Beat It!” and including illustrations.
2.  **Introduce the learning task.** Direct students to their informational outline. Instruct them to add key details and a main idea for pages 11–13.

Analyze Student Progress

Monitor: Do students accurately determine key details and a main idea by using information from pages 11–13?

Offer Immediate Support: If students need additional support determining a main idea, ask this question: What idea do the key details share?

Plan Future Practice: Students practice determining main ideas for a section of *The Circulatory Story* in lesson 10.

3. Invite a few students to share their responses.

Key Ideas

- **key details:** Every time the heart beats, it squeezes the heart muscle and pushes the blood through the ventricles into the blood vessels. The blood is pushed into the blood vessels and is delivered throughout the body. The valves in the heart keep the blood moving in the correct direction.
 - **main idea:** The heartbeat is an important function of the heart.
4. Direct attention to the Summary section on the informational outline. Explain to students that readers can summarize the most important information from what they've read. Tell students that a summary is a brief retelling of the most important information, or main ideas, about a text or part of a text. An informational outline can help organize that information as readers identify main ideas. Think aloud to model how to summarize this section of the text.
 5. As time permits, instruct students to revisit and answer the question about why we have a pulse by using details from *The Circulatory Story*.

Sample Think Aloud

I can look back at the main ideas I've identified in my informational outline to determine what information to include in my summary. My summary might be: The heart is an important part of the circulatory system that is always working hard. The heart has a special design that allows it to pump blood throughout the body. The heartbeat is an important function of the heart.

Definition

inform (v.): to give information

Write | Examine a Writing Model | 18 minutes

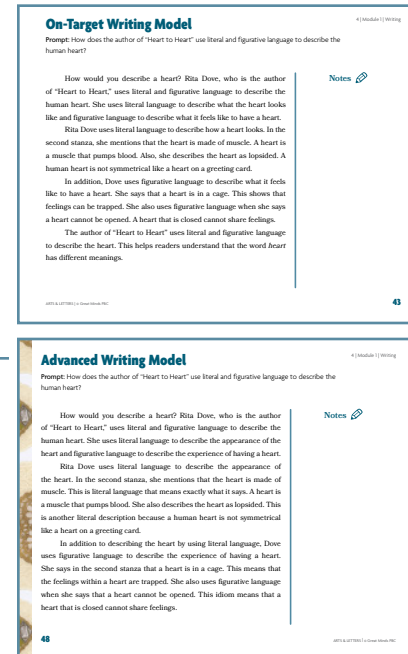
1. Tell students that in this module they will practice informative writing. Introduce the vocabulary term *inform* by displaying the term and definition. Engage students in Vocabulary Exploration.
2. Explain that students will examine a model, or example, of an informative essay. They will use this model throughout the module to support their writing.

3. Display the Writing Model for Module 1, and direct students to the page in their *Learn* book.

Teacher Note

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing. The on-target writing model is an example of an essay that fully meets the on-target criteria from the End-of-Module Task rubric. The advanced writing model is an example of an essay that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information. The *Learn* book includes two copies of each writing model. Students color-code one copy according to the Painted Essay® and annotate the other for specific essay components. Examples in lessons and key ideas align with the on-target writing model.

The *Learn* book also includes a checklist for the writing model. This checklist can be used to clarify expectations for writing an informative essay.



Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to use a greater range of topic-specific vocabulary or expand the transition between proof paragraphs. Use the Advanced Writing Model for Module 1 to support instruction for these students.

4. Read the writing model aloud. Ask these questions:

... **What is this essay about? How do you know?**

Key Ideas

- **topic:** how Rita Dove uses literal and figurative language to describe the heart
- The first paragraph tells the reader what the essay is about.
- The prompt tells what the essay is about.

5. Instruct students to read the first paragraph of the writing model. Ask this question:

 **According to the first paragraph, how does Rita Dove use literal and figurative language to describe the heart?**

Key Ideas

- Literal language describes what the heart looks like.
- Figurative language describes what it feels like to have a heart.

6. Instruct students to read the second paragraph of the writing model. Ask this question:

 **What is the second paragraph about?**

Key ideas

- Rita Dove uses literal language to describe what the heart looks like.

7. Ask this question:

 **What details does the writer include about the way a heart looks?**

Key Ideas

- made of muscle
- lopsided
- not symmetrical

8. Instruct students to read the third paragraph of the writing model and to Think–Pair–Share to answer these questions:

 **What is the third paragraph about? What details does the author include?**

Key Ideas

- **main idea:** Rita Dove uses figurative language to describe what it feels like to have a heart.
- in a cage
- cannot open her heart
- cannot talk about her feelings

9. Ask this question:



How does the information in paragraphs 2 and 3 connect to the information in the first paragraph of the essay?

Key Ideas

- Paragraph 1 includes information about Rita Dove's use of literal and figurative language.
- Paragraph 2 includes information about the literal language that describes what a heart looks like.
- Paragraph 3 includes information about the figurative language that describes what it feels like to have a heart.

10. Instruct students to read the last paragraph of the essay, and then ask this question:



How does the information in paragraphs 1, 2, and 3 connect to the information in the last paragraph of the essay?

Key Ideas

- The last paragraph repeats information from the first three paragraphs.
- Like the first paragraph, the last paragraph includes information about Rita Dove's use of literal and figurative language.

11. Direct attention to and Choral Read the prompt for the writing model. Explain that the writing model was written in response to this question: How does the author of “Heart to Heart” use literal and figurative language to describe the human heart?

12.  **Introduce the learning task.** Instruct students to write a few sentences in their journals explaining how the writer responded to the prompt in the writing model.

Analyze Student Progress

Monitor: Do students describe what the writer said as well as the ways the writer organized their response into paragraphs?

Offer Immediate Support: If students need additional support describing the writer's response, ask this question: How did the writer answer the question in the prompt?

Plan Future Practice: Students practice analyzing the structure of the Painted Essay® in lesson 9.

13. Invite a few students to share their responses.

Key Ideas

- The writer started the essay by responding to the prompt and identifying the topic of the essay.
- The writer wrote about the literal and figurative heart in separate paragraphs.
- The writer gave examples to support their topic sentence in each paragraph.
- The writer concluded the essay with a paragraph that restates the main ideas of the essay.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about identifying main ideas and key details?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 9

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at figurative language reveal?

OVERVIEW

Preview

In this Reveal lesson, students use figurative language to understand complex information in *The Circulatory Story*. Examining metaphors and similes helps students visualize the heart's role in the circulatory system. During writing instruction, students review the organizational structure of the Writing Model for Module 1 and learn how its structure is supported by the Painted Essay®. This work prepares students for informative essay writing tasks throughout module 1.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Analyze the use of similes and metaphors in *The Circulatory Story*.

 **LEARNING TASK:** Explain how a metaphor helps readers understand the function of valves.

Analyze the structure of the Painted Essay®.

 **LEARNING TASK:** Explain how the Painted Essay® supports the organization of the Writing Model for Module 1.

Vocabulary

metaphor (n.)

simile (n.)

valve (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Similes and Metaphors
- **Respond:** Explain the Meaning of Figurative Language
- **Write:** Examine the Painted Essay®

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- “Highway” (digital platform)
- “Grand Central Station” (digital platform)
- “Blood Cells Pulsing Down Artery” (digital platform)
- class Writing Model for Module 1 (*Learn* book, Writing)

STUDENTS

- *The Circulatory Story*
- Glossary for Module 1 (*Learn* book)
- journal
- Writing Model for Module 1 (*Learn* book, Writing)
- coloring utensils: red, green, yellow, blue
- Painted Essay®—Informative (*Learn* book, Writing)

Preparation

- Familiarize yourself with the full-color Painted Essay®, located in the Reference Charts appendix of the *Teach* book.
- Determine how students will color or annotate the Painted Essay® and the Writing Model for Module 1. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.
- Before the next lesson, students read pages 14–27 in *The Circulatory Story*.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at figurative language reveal?
3. Tell students that they will focus on identifying and understanding figurative language to better understand how the heart works.

LEARN 53 minutes

Read | Analyze Similes and Metaphors | 21 minutes

1. Remind students that they learned about figurative language when they studied the poem “Heart to Heart.” Invite a few students to define *figurative language*. Ask this question:



How did Rita Dove use figurative language in the poem “Heart to Heart”?

Reinforce the correct response: She included idioms about the heart.

2. Explain that students can find figurative language in both literary and informational texts. Authors of informational texts like *The Circulatory Story* use figurative language to help readers understand complex or complicated information.
3. Direct attention to page 9 of *The Circulatory Story*. Tell students that they will follow the Repeated Reading instructional routine to closely examine a part of the text. Explain that this routine has four parts. First, the teacher reads aloud to model fluent reading. Then, students participate in a shared reading by Echo Reading, Choral Reading, or partner reading. Next, students ask questions about pronunciation and meaning of words. The teacher may read aloud again. Finally, students read independently, either silently or in a whisper.

4. Engage students in Repeated Reading of page 9, starting with the heading “Stay on Your.” Tell students to listen closely for how the author uses figurative language to clarify complex information about how blood moves through the heart.
5. Instruct students to examine the illustrations and text features on page 9. Ask this question:

 **On page 9, what two items does the author compare?**

Reinforce the correct response: the heart and a divided highway. Annotate “the heart” and “a divided highway.”

6. Tell students that they will view a video to learn more about highways. Play “Highway.” Ask this question:

 **What is the purpose of a divider on a highway?**

Reinforce the correct response: A highway divider keeps cars separate while cars move in opposite directions.

7. Ask this question:

 **Why might the author compare the heart to a divided highway?**

Key Ideas

- to help the reader better understand how a wall inside the heart keeps the blood separated while the blood moves through the heart in different directions
- to compare the heart to something familiar to the reader

Differentiation Challenge

To extend student thinking, instruct students to develop another simile to describe how blood moves through the heart and to explain how this simile helps clarify this complex information.

8. Introduce the vocabulary term *simile* by displaying the term and definition. Engage students in Vocabulary Exploration. Direct students to the term *simile* in the Glossary for Module 1, located in the *Learn* book. Instruct them to add in the Notes section this example from page 9 of the text: “You might think of the heart as a divided highway.”
9. Reinforce that the author uses figurative language to clarify complex ideas. Direct attention to page 10, and tell students to listen for another example of figurative language.
10. Read aloud page 10, starting with “The heart not” and including illustrations. Ask this question:

 **On page 10, what two items does the author compare?**

Reinforce the correct response: chambers of the heart and rooms in a house. Annotate “chambers” and “rooms in your home.”

11. Ask this question:

 **How does this comparison help the reader understand a complex idea?**

Language Support

Direct students to the illustration on page 10, and ask this question: How are the chambers of the heart like the rooms in a house?

Key Ideas

- The author helps the reader understand that a heart is divided by comparing it to a house with upstairs and downstairs rooms.
- The author helps the reader picture the way a heart is divided by comparing the rooms in a house to chambers of the heart.

12. Introduce the vocabulary term *metaphor* by displaying the term and definition. Engage students in Vocabulary Exploration. Direct students to the term *metaphor* in the glossary. Instruct them to add in the Notes section this example from page 10 of the text: “The heart not only has two sides, it also has an upstairs and a downstairs.”

Definition

simile (n.): a phrase that uses the words *like* or *as* to compare two things that are similar

Definition

metaphor (n.): a phrase that shows how two things are similar by saying one thing is the other

- 13.** Instruct students to read page 11, starting with “It’s like Grand” and including illustrations. Tell students to annotate the two items the author compares. Then instruct pairs to answer this question:

 **On page 11, what simile does the author use?**

- 14.** Invite a few students to share their responses. Reinforce the correct response: The heart is like Grand Central Station.
- 15.** Play “Grand Central Station” followed by “Blood Cells Pulsing Down Artery.” Instruct students to Think–Pair–Share to answer this question:

 **What is happening in these videos?**

Key Ideas

- **“Grand Central Station”:** People are flowing in a steady stream.
- **“Grand Central Station”:** People are going into separate tunnels.
- **“Blood Cells Pulsing Down Artery”:** Red blood cells are flowing in a steady stream.
- **“Blood Cells Pulsing Down Artery”:** Red blood cells are coming from separate tubes.

- 16.** Facilitate a brief discussion of this question:

 **How does this simile help readers understand complex information?**

Differentiation Support

To help students explain the simile, replay “Grand Central Station” and “Blood Cells Pulsing Down Artery” and ask this question: What is similar about these two videos?

- 17.** Use responses to emphasize that steady streams of people move throughout Grand Central Station, which is similar to the way blood flows in and out of the chambers of the heart.

Respond | Explain the Meaning of Figurative Language | 12 minutes

1. Instruct students to read pages 12–13 with a partner, starting with “If you look” and including the illustrations. Tell students to annotate the two items the author compares.
2. Invite a few students to share their responses, and reinforce the correct response: heart valves and one-way doors.
3. Introduce the vocabulary term *valve* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

We modified the text’s glossary definition for *valve* to be more precise.

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to write to explain how the metaphor in the text helps readers understand valves. Remind students to examine the illustration on page 12 to help them develop their response.

Definition

valve (n.): a structure that controls the flow of a fluid by opening and closing mechanically

Analyze Student Progress

Monitor: Do students explain how the metaphor illustrates that valves open and close like one-way doors to allow blood to flow only from atrium to ventricle and then out of the heart?

Offer Immediate Support: If students need additional support understanding the metaphor, explain how a one-way door works.

Plan Future Practice: Students practice identifying and explaining figurative language in *The Circulatory Story* in lesson 11.

5. Invite a few students to share their responses.

Key Ideas

- Valves open to allow blood to flow in the correct direction: from each atrium into its corresponding ventricle and then out of the heart.
- Valves close to stop blood from flowing in the opposite direction.

6. Remind students that authors can use similes and metaphors to explain complex ideas by comparing something unfamiliar to something familiar. Challenge students to look and listen for similes and metaphors in media they encounter in school and in their everyday lives.

Write | Examine the Painted Essay® | 20 minutes

Teacher Note

The Painted Essay® is a visual representation of the organization of an essay and its individual parts. Using an organizational structure such as this creates a shared language between students and the teacher; it also helps students organize their thinking and communicate clearly and effectively. Based on student needs, annotate the parts with patterns, labels, or variations of the standard colors. For additional support, use familiar analogies or a textured model to demonstrate the relationship between parts of the essay.

1. Reinforce that in addition to using figurative language to explain complex ideas, writers of informative texts use structures to organize information when they write. Ask this question:

 **Why is it important to organize information when writing an informative essay?**

Key Ideas

- to share ideas and information in a logical way
- to communicate those ideas clearly

2. Display the class Writing Model for Module 1, and direct students to the page in their *Learn* book. Instruct students to read the writing model prompt. Ask this question:

 **What does the prompt ask the writer to do?**

Reinforce the correct response: Explain how Rita Dove uses literal and figurative language to describe the human heart in “Heart to Heart.”

3. Tell students that they will examine the writing model to learn about the structure the writer used. Explain that students will read and color-code sections of the model to uncover how the writer’s ideas are organized into the structure. Distribute a red, green, yellow, and blue coloring utensil to each student.

4. Read aloud the first paragraph, and then ask this question:

 **How does the writer of the essay catch your attention as a reader?**

Reinforce the correct response: The writer of the essay asks, “How would you describe a heart?”

5. Instruct students to color this sentence red, emphasizing that red is a bold color that hooks people’s attention, just as the question at the beginning of the essay does.

6. Ask this question:

 **Which sentence tells us what this essay is about?**

Reinforce the correct response: “Rita Dove, who is the author of ‘Heart to Heart,’ uses literal and figurative language to describe the human heart.”

7. Explain that this sentence provides the main idea of the essay. Color this sentence green on the class writing model, and instruct students to do the same on their own copies.

8. Point out that the next sentence has two parts. “She uses literal language to describe what the heart looks like” is the first part, and “figurative language to describe what it feels like to have a heart” is the second part. Explain that these points support the main idea. To help differentiate between these points, color the first part yellow and the second part blue on the class writing model, and instruct students to do the same on their own copies. Explain that yellow and blue combine to make green.
9. Instruct students to read the second paragraph of the writing model. Then ask these questions:

 **What is this paragraph about?**

 **Where in the essay have we seen this information already?**

Reinforce the correct responses:

- **main idea**—Rita Dove’s use of literal language to describe what the heart looks like
- **location**—in the first paragraph, the part that is colored yellow

10. Color the second paragraph yellow on the class writing model, and instruct students to do the same on their own copies.
11. Instruct students to read the third paragraph, and then ask these questions:

 **What color should we make the third paragraph? Why?**

Reinforce the correct response: blue to match the blue part in the first paragraph because both are about Rita Dove’s use of figurative language to describe what it feels like to have a heart. Instruct students to color-code the third paragraph blue.

12. Direct attention to the final paragraph in the writing model. Instruct students to read the paragraph. Then ask this question:

 **What is this paragraph about?**

Key Ideas

- Rita Dove’s use of literal and figurative language
- brings all of the ideas in the essay together

- 13.** Instruct students to Think–Pair–Share to answer this question:

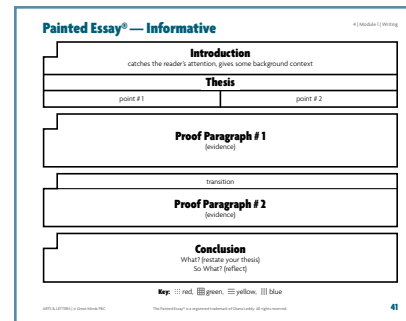
 **Think of the colors we’ve already used. Which would you use to color-code this paragraph and why?**

Reinforce the correct response: green because this paragraph contains information that connects paragraphs 2 and 3, like the green sentence in the introductory paragraph. Instruct students to color-code this paragraph green.

- 14.** Remind students that as they have colored the writing model based on the information it includes, they’ve uncovered the structure the writer of the essay used to organize the information. This structure is called the Painted Essay®.

- 15.** Display the Painted Essay®—Informative, and direct students to the page in their *Learn* book.

- 16.** Direct attention to the first paragraph of the Painted Essay®, and explain that this paragraph is called the introductory paragraph. It contains an introduction that catches the reader’s attention, hooking them into the topic of the essay. Explain that the next part of the introductory paragraph is the thesis. The thesis has two sentences. The first sentence provides the essay’s focus, or main idea; the second sentence provides two points that support the main idea.



- 17.** Explain that the next two paragraphs develop with evidence the two points that support the thesis. They are called proof paragraphs 1 and 2. Point out that the first sentence of proof paragraph 2 starts with a transition, which signals a change from the first point to the second. Instruct students to add a yellow underline to the phrase “In addition” on the writing model.

18. Explain that the final paragraph is called the concluding paragraph. Here, the writer restates the thesis and provides a *so what?* conclusion. Reinforce that students will learn more about all parts of the Painted Essay® throughout the module.
19. Redirect students to the Painted Essay® in their *Learn* book. Instruct student pairs to color-code the Painted Essay®, using the color-coded writing model as a guide.
20.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain how the Painted Essay® supports the organization of the writing model.

Analyze Student Progress

Monitor: Do students explain how the Painted Essay® supports the writing model?

Offer Immediate Support: If students need additional support identifying how the writer used the Painted Essay® to organize their writing, ask the following questions: Which sentence includes the main idea of the essay? Where did the writer develop the supporting points?

Plan Future Practice: Students practice applying the Painted Essay® to their own writing for Module Task 1 in lesson 12.

21. Invite a few students to share their responses.

Key Ideas

- The thesis has two points.
- The information is organized.
- Proof paragraphs develop two points.
- It includes introductory and concluding paragraphs.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about figurative language?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

2. Assign the follow-up work to read before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.B, MM.5.4.B.a

MM.9.4 Media: MM.9.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C.c

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 10

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students reread excerpts from *The Circulatory Story* to describe the function of blood vessels in the circulatory system. Students organize the information in each section of the text by identifying the main idea and key details, and then they summarize to describe the functions of blood vessels. During writing instruction, students reexamine the Writing Model for Module 1 to identify and annotate the elements of a proof paragraph. This work prepares students for Module Task 1, in which they write proof paragraphs 1 and 2 with evidence and elaboration.

Learning Goals

Describe the function of blood vessels by using information from *The Circulatory Story*.

 **LEARNING TASK:** Summarize pages 14–22 in *The Circulatory Story* by using main ideas about the three main types of blood vessels.

Analyze proof paragraphs in the Writing Model for Module 1.

 **LEARNING TASK:** Explain the connection between the evidence and elaboration in proof paragraphs.

Vocabulary

artery (n.)

blood vessel

capillary (n.)

elaboration (n.)

evidence (n.)

vein (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Main Ideas and Key Details
- **Respond:** Summarize Important Information
- **Write:** Analyze Proof Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- “Heart to Heart” (digital platform)
- Knowledge Cards: *circulatory system, blood vessel*
- Syllable Types (Reference Charts appendix)

STUDENTS

- *The Circulatory Story*
- “Heart to Heart” (*Learn* book, lesson 2)
- Notice and Wonder Chart for *The Circulatory Story* (*Learn* book, lesson 7)
- Informational Outline 2 for *The Circulatory Story* (*Learn* book)
- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the terms *artery* and *capillary* with their syllable divisions. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

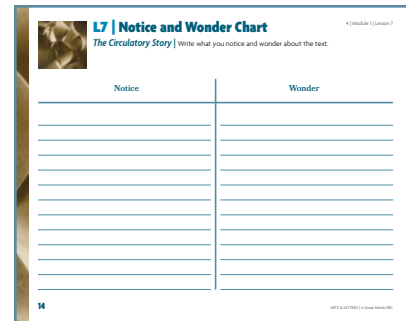
1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that in this lesson they will organize information from the text to help them describe the function of the blood vessels.

LEARN 53 minutes

Read | Identify Main Ideas and Key Details | **21 minutes**

1. Explain to students that in this lesson they will learn more about what happens to the blood once it leaves the heart. Direct students to their Notice and Wonder Chart for *The Circulatory Story*, located in the *Learn* book, and ask this question:

 **What questions do you have about the way blood moves through the body?**
2. Display the Knowledge Card for *circulatory system*, and direct attention to the image to spark students' memory. Remind students that the circulatory system includes the heart, which they learned about in a previous lesson, and a group of connected tubes that move blood and oxygen through the body. Explain that in this lesson they will learn more about those connected tubes.
3. Read aloud pages 14–22, starting with “Blood doesn’t just” and including illustrations.



Based on your students' needs, pause to define select words with a synonym (e.g., *nourish*, *slosh*). Use subsequent readings to reinforce synonyms for the words you selected.

4. Ask this question:

What is this section of the text mostly about?

Key Ideas

- the three main types of blood vessels
- where blood goes after leaving the heart
- how blood flows through the blood vessels

5. Introduce the vocabulary term *blood vessel* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Definition

blood vessel: a tube in which blood travels through the body

6. Direct students to the Informational Outline 2 for *The Circulatory Story*, located in the *Learn* book. Remind them that they used a similar outline to organize the key details and main ideas about the heart. Explain that students will use the informational outline to organize information and write a summary about the three main types of blood vessels.

7. Instruct students to add the topic, the three main types of blood vessels, to the informational outline.

8. Tell students that they will continue to read pages 16–17. Explain that before they read this portion of the text, it is helpful to decode a multisyllabic word and know its definition. Display side by side Syllable Types and the term *artery* with its syllable division, ar-ter-y. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students produce an inaccurate vowel sound while blending syllables to read the term, ask this question:
What other sound could this vowel make?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

9. Display the term *artery* and its definition. Invite a student to read aloud the definition.
10. Instruct students to read pages 16–17 with a partner, annotate key details, and add these details to their informational outlines. Then prompt students to use the key details to determine the main idea and add it to their outlines.
11. Look for students to determine the correct responses:
 - **key details**—Before traveling throughout the body, all blood from the heart passes through the aorta. The aorta forms an arch. The aorta branches off into other arteries that carry blood to the rest of the body.
 - **main idea**—The aorta is an important artery in the body.

Differentiation Support

To help students determine the main idea, think aloud to model how to identify a shared idea in the annotated details.

12. Tell students that they will continue to read pages 18–21. Explain that before they read this portion of the text, it is helpful to decode a multisyllabic word and know its definition. Display side by side Syllable Types and the term *capillary* with its syllable division, cap-il-lar-y. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

13. Display the term *capillary* and its definition. Invite a student to read aloud the definition.
14. Instruct students to read pages 18–21 with a partner, annotate key details, and add these details to their informational outlines. Then prompt students to use the key details to determine the main idea and add it to their outlines.

Definition

artery (n.): a blood vessel that carries blood away from the heart

Definition

capillary (n.): a tiny, one-cell-thick blood vessel that carries blood between an artery and a vein

15. Look for students to determine the correct responses:

- **key details**—Capillaries are so narrow that red blood cells must pass through them one at a time. Capillaries have walls so thin that oxygen can pass through them, moving from inside the capillaries to body cells on the outside. The thin walls also allow carbon dioxide to enter the capillaries where red blood cells can pick it up.
- **main idea**—Capillaries are small but have an important function in the body.

Respond | Summarize Important Information | 12 minutes

1. Tell students that they will read page 22 independently. Explain that before they read this portion of the text, it is helpful to know the definition of the term *vein*. Introduce the vocabulary term *vein* by displaying the term and definition. Engage students in Vocabulary Exploration.
2. Instruct students to read page 22, annotate key details, and add these details to their informational outlines. Then prompt students to use the key details to determine the main idea and add it to their outlines.
3. Look for students to determine the correct responses:
 - **key details**—Veins have walls that are thinner than artery walls but thicker than capillary walls. Many veins have valves that help keep blood flowing in the correct direction.
 - **main idea**—Veins are blood vessels that help blood travel through the body, back to the heart.
4. Direct attention to the Summary section of the informational outline. Remind students that readers can summarize what they've read by briefly retelling the most important information, or main ideas, from a text or part of a text.
5.  **Introduce the learning task.** Instruct students to independently write a summary for pages 14–22 on the Informational Outline 2 for *The Circulatory Story*. Tell students to use the terms *arteries*, *blood vessels*, *capillaries*, and *veins* in their summaries.

Definition

vein (n.): a blood vessel that carries blood toward the heart

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the informational outline page?

Offer Immediate Support: If students need additional support summarizing what they read, prompt them to review the main ideas they identified for each section of the text.

Plan Future Practice: Students practice summarizing “The Legacy of Walter Dean Myers” in lesson 23.

6. Invite a few students to share their summaries of pages 14–22.

Write | Analyze Proof Paragraphs | 20 minutes

1. Display the Writing Model for Module 1, and direct students to the page in their *Learn* book. Tell students that in this lesson they will explore the proof paragraphs to see how the writer uses evidence and elaboration to support the thesis.
2. To reorient students to the model, instruct them to silently read the introductory paragraph. Then read aloud proof paragraph 1. Ask these questions:



What is the point in proof paragraph 1? How do you know?

Key Ideas

- Rita Dove uses literal language to describe how a heart looks.
- This paragraph is about point 1 in the thesis.
- The topic sentence of the paragraph is the point in the paragraph.

3. Direct students to “Heart to Heart,” located in the *Learn* book. Instruct students to read the poem and identify the literal language from the poem that is included in proof paragraph 1. Reinforce the correct responses:

- The heart is made of muscle.
- The heart is lopsided.

4. Introduce the vocabulary term *evidence* by displaying the term and definition. Engage students in Vocabulary Exploration.

5. Ask this question:

How do we know that this information is evidence?

Key Ideas

- These are words from the poem.
- The phrase “In the second stanza” shows where the evidence can be found.

6. Instruct students to label the evidence in proof paragraph 1 on the clean copy of the writing model.

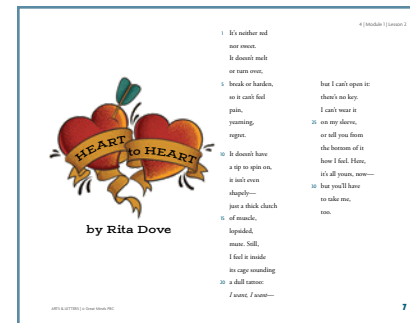
7. Ask this question:

Does this evidence provide enough information for a reader to picture what the heart looks like?

Key Ideas

- There isn’t enough information to imagine a heart.
- Knowing that the heart is made of muscle and is lopsided does not help me picture a heart.

8. Explain that the author of the writing model added information through elaboration. Introduce the vocabulary term *elaboration* by displaying the term and definition. Engage students in Vocabulary Exploration.



Definition

evidence (n.): information from a text that supports an idea

Definition

elaboration (n.): details that develop evidence and connect it to a point

9. Instruct students to label the elaboration that follows each piece of evidence in proof paragraph 1. Instruct students to Think–Pair–Share in response to this question:



How does elaboration provide additional information about how Rita Dove uses literal language to describe the heart's appearance?

Key Ideas

- The writer tells us that a heart is a muscle that pumps blood.
- The writer tells us that the heart is not symmetrical.
- The writer provides details that help readers picture what a heart looks like.

10. Instruct students to read proof paragraph 2 and then label the evidence and elaboration.
11. Look for students to determine the correct responses:
- **evidence**—She says that a heart is in a cage. She also uses figurative language when she says that a heart cannot be opened.
 - **elaboration**—This shows that feelings can be trapped. A heart that is closed cannot share feelings.
12.  **Introduce the learning task.** Instruct students to explain how the elaboration in proof paragraph 2 gives additional information about Rita Dove's use of figurative language to describe what it feels like to have a heart.

Analyze Student Progress

Monitor: Do students write that the elaboration sentence explains that Rita Dove is using figurative language when she speaks of a heart in a cage?

Offer Immediate Support: If students need additional support analyzing proof paragraph 2, ask this question: How do the elaboration sentences help you understand the evidence?

Plan Future Practice: Students practice identifying evidence and writing elaboration for Module Task 1 in lesson 13.

13. Invite a few students to share their responses.

Key Ideas

- The elaboration explains the meaning of the figurative language Dove used.
- The elaboration helps the reader understand what Rita Dove says it feels like to have a heart.

14. Explain to students that there are multiple ways elaboration can develop evidence to connect it to a point. Elaboration can provide additional details, and it can explain the evidence. Students will have an opportunity to practice using elaboration in their own writing in a future lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about summarizing by using main ideas and key details?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 11

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at illustrations reveal?

OVERVIEW

Preview

In this Reveal lesson, students reread excerpts and examine illustrations in *The Circulatory Story* to determine how figurative language can be supported by illustrations in an informational text. Students analyze how the text and illustrations support the understanding of complex topics. During writing instruction, students review how to use transitions in an informative essay within and between paragraphs. This work prepares students for Module Task 1, in which they write an essay including transition words and phrases.

Learning Goals

Examine how illustrations are used to explain information in *The Circulatory Story*.

 **LEARNING TASK:** Explain how the illustrations in *The Circulatory Story* support understanding of cellular respiration.

Use transition words or phrases in informative writing.

 **LEARNING TASK:** Revise the explanation of illustrations about cellular respiration to include transition words and phrases.

Vocabulary

cellular respiration

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Illustrations
- **Respond:** Explain the Connection Between Text and Illustrations
- **Write:** Revise Explanation by Using Transitions

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- Knowledge Card: *figurative*
- Washington, DC, Metro Map (digital platform)
- class Transitions for Writing Chart (*Learn* book)

STUDENTS

- *The Circulatory Story*
- journal
- Writing Model for Module 1 (*Learn* book, Writing)
- Transitions for Writing Chart (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the Fluency Practice for *The Circulatory Story*, passage 1 (*Learn* book, Fluency).
- Before the next lesson, students read pages 28–39 in *The Circulatory Story*.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at illustrations reveal?
3. Tell students that in this lesson they will analyze how illustrations in *The Circulatory Story* help the reader understand the important functions of the circulatory system.

LEARN 53 minutes

Read | Analyze Illustrations | 21 minutes

1. Remind students that when they read about complex topics, illustrations can help by providing a visual example of the words in a text. Ask this question:



How have the illustrations in *The Circulatory Story* helped you learn about the circulatory system?

2. Display the Knowledge Card for *figurative*, and direct attention to the image to spark students' memory. Remind students that *figurative* describes when a word or phrase is being used in a way that is different from its usual meaning.

Differentiation Support

Instruct students to draw pictures to illustrate the metaphor on page 10, "The heart not only has two sides, it also has an upstairs and a downstairs," or other examples of figurative language from the text.

3. Engage students in Repeated Reading of page 17, starting with “As you travel.” Tell students to listen for how the author uses figurative language to help explain what happens to the blood after it leaves the heart.
4. Instruct students to Think–Pair–Share to answer these questions:

 **What simile does the author use on page 17? What makes this a simile?**

Language Support

Review definitions of the terms *simile* and *metaphor*.

Reinforce the correct responses:

- **simile**—“Like subway tunnels, three blood vessels branch off the top of the arch.”
- **reason**—This is a simile because the author uses the word *like* to compare blood vessels to a subway system.

Emphasize that similes use the words *like* or *as* when comparing two unlike things.

5. Display the Washington, DC, Metro Map. Explain that this is a map of the Washington, DC, subway system. A subway is an underground electric train that transports people in large cities. Each subway line takes people to a different location in the city and has its own color on the map.
6. Ask this question:

 **How does this comparison help the reader understand a complex idea?**

Reinforce the correct response: The simile uses something the reader knows, a subway train, and connects it to a new idea, blood vessels, so the reader can better understand the new idea.

7. Direct students to the illustration on pages 16–17, and think aloud to model how to answer this question:



How does the illustration on pages 16–17 support the reader’s understanding of how the blood moves through the body?

Key Ideas

- Arrows help the reader understand which way the blood is flowing.
 - The illustration includes labels.
 - It shows there are many branches.
 - It shows where the blood goes after it leaves the aorta.
8. Read aloud pages 18–19, starting with the heading “Don’t Pressure Me,” and direct students to examine the illustration.
9. Explain to students that a toll booth is a structure used on a major roadway to slow down cars and collect money. The toll booth makes the cars enter slowly and exit one at a time.

Differentiation Support

Direct students to the illustration of the toll booth on page 19 to support understanding of how a toll booth slows down vehicles on a road.

10. Instruct students to Think–Pair–Share to answer this question:



How does the illustration help readers understand how blood flows between arteries and capillaries?

Key Ideas

- helps the reader see what happens when the red blood cells flow from the large artery to the smaller capillary
- helps the reader understand that blood flows from arteries to capillaries because of pressure
- shows how the capillary is only wide enough for one red blood cell to pass through at a time

Sample Think Aloud

In the illustration, I see red blood cells riding on a train, and I see an arrow that is labeled “to body.” That means this blood vessel is heading to the body. Also, I see one branch going to the head, neck, and an arm; a second branch going to just the head; and a third branch going to the other arm. This shows me there are many branches, like the many subway tunnels. The illustration gives me more information about where the blood goes after it leaves the aorta.

Respond | Explain the Connection Between Text and Illustrations |

12 minutes

1. Instruct students to independently read pages 20–21, starting with the heading “Excuse You!” and including the illustrations.
2. Introduce the vocabulary term *cellular respiration* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Instruct students to Think–Pair–Share to answer this question:



What is happening in the illustration?

Key Ideas

- The little green creature is dressed like a delivery person.
 - The little green creature is giving oxygen to a body cell through the capillary wall.
 - The body cell looks tired on page 20.
 - The body cell is handing carbon dioxide to the little green creature through the capillary wall.
 - The body cell looks energized after receiving the oxygen.
4. **Introduce the learning task.** Direct students to their journals. Instruct them to explain how the illustration helps readers understand cellular respiration.

Definition

cellular respiration: the reaction that occurs when glucose and oxygen, in the presence of water, meet in body cells; the result is the release of carbon dioxide and energy

Analyze Student Progress

Monitor: Do students describe how the little green creature and body cell explain cellular respiration?

Offer Immediate Support: If students need additional support describing how the illustration explains cellular respiration, ask this question: How does the little green creature’s delivery uniform help you understand cellular respiration?

Plan Future Practice: Students practice explaining the meaning of illustrations in lesson 12.

5. Invite a few students to share their responses.

Key Ideas

- The little green creature is riding on a red blood cell and delivering oxygen to a body cell.
- The body cell is giving the little green creature carbon dioxide.
- The body cell looks tired before it receives the oxygen from the little green creature.

Differentiation Challenge

To encourage further exploration of the relationship between the text and the illustrations, instruct students to reread page 21 and identify a specific detail about the process of cellular respiration that is not shown in the illustration. Then ask this question: How could you revise the illustration to include this detail?

6. Tell students that they will continue to examine how illustrations help readers understand complex topics in the next lesson.

Write | Revise Explanation by Using Transitions | 20 minutes

1. Ask this question:



What have you learned about why organization is necessary when writing an informative essay?

Reinforce the correct response: Organization allows the writer to communicate ideas clearly. Tell students that with the Painted Essay® writers use transition words or phrases to organize their writing and signal connections between the ideas in an essay, both within and across paragraphs.

2. Direct students to the color-coded Writing Model for Module 1, located in the *Learn* book. Instruct students to read the writing model, and then ask this question:



How does the writer signal a connection between the ideas in proof paragraph 1 and the ideas in proof paragraph 2?

Reinforce the correct response: The writer uses the phrase “in addition” at the beginning of proof paragraph 2.

3. Instruct students to read in a whisper the proof paragraphs and annotate additional words and phrases that signal connections between ideas in the essay. Invite a few students to share their annotations.
4. As students share, emphasize that the word *also* appears in both proof paragraphs to connect the pieces of evidence in them. Explain that *in addition* and *also* are two examples of transitions, which are words or phrases that signal connections between ideas in writing.
5. Display the class Transitions for Writing Chart, and direct students to the page in their *Learn* book. Explain that the chart has four columns, with transition words and phrases listed and grouped according to the ways they signal connections between ideas.
6. Direct attention to the first column and Choral Read the list.
7. Ask this question:

L11 | Transitions for Writing Chart
Identify and label the way each group of transition words and phrases signals connection. Then add additional transitions to each group.

also another in addition	but instead until	for example for instance one way	before finally first



What do these words and phrases have in common?

Reinforce the correct response: These words and phrases all signal that the writer will be adding information. Instruct students to label the way these transition words and phrases signal connections between ideas by writing *Add Information* at the top of the column.

8. Instruct students to answer this question with a partner: In what ways do the other lists of transitions signal connections?

Language Support

To help students determine the relationships in the list of transitions, provide a word bank for categories: *show contrast, provide examples, show sequence.*

9. Invite a few students to share the headings they identified. Summarize their ideas, and add these headings to the class chart:

- **column 2**—Show Contrast
- **column 3**—Provide Examples
- **column 4**—Show Sequence

10. Acknowledge that the chart is not a complete list of transitions. Invite students to share additional transition words and phrases that add information, show contrast, provide examples, or show sequence. Add to the displayed chart as students share, and instruct students to do the same.

Key Ideas

- **Add Information:** in other words, additionally, further
- **Show Contrast:** in contrast, although, on the other hand
- **Provide Examples:** to illustrate, specifically
- **Show Sequence:** next, last, second

- 11.  Introduce the learning task.** Direct students to their journals, where they worked on the Respond learning task from this lesson. Instruct them to revise their explanation in their journals to include at least two transition words or phrases.
-

Analyze Student Progress

Monitor: Do students select appropriate transition words or phrases to revise their explanation of how the little green creature helps readers understand cellular respiration?

Offer Immediate Support: If students need additional support selecting transition words, point out two ideas in their response and ask these questions: How are these ideas connected? What transition words or phrases on the Transitions for Writing Chart signal that sort of connection?

Plan Future Practice: Students practice using transitions in writing while completing Module Task 1 in lesson 14.

- 12.** Invite a few students to share their responses.

Key Ideas

- The little green creature first gives oxygen to the body cell.
- For example, the little green creature is dressed like a delivery person.
- Finally, the body cell looks energized.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about illustrations?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

2. Assign the follow-up work to read before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.B, MM.5.4.B.a

MM.9.4 Media: MM.9.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.d

CP.6.4 Revision

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 12

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at illustrations reveal?

OVERVIEW

Preview

In this Reveal lesson, students reread excerpts and examine illustrations in *The Circulatory Story* to analyze how illustrations support understanding of complex topics. Students examine the text and consider how the illustrations are used to help explain how to keep the heart healthy. During writing instruction, students are introduced to Module Task 1 and analyze the introductory and concluding paragraphs that are provided. Students collect evidence in preparation for drafting proof paragraphs 1 and 2 for Module Task 1.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Examine how illustrations support ideas in *The Circulatory Story*.

LEARNING TASK: Explain how the text and illustrations on pages 36 and 37 work together to help the reader understand how to have a healthy heart.

For Module Task 1, collect evidence about why the author uses figurative language.

LEARNING TASK: For Module Task 1, add relevant evidence to the Evidence Organizer for Module Task 1 about why the author uses similes and metaphors.

Vocabulary

coronary (adj.)

healthy (adj.)

plaque (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Illustrations
- **Respond:** Explain the Meaning of Illustrations
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- Knowledge Cards: *coronary*, *healthy*
- class Evidence Organizer for Module Task 1 (*Learn* book, Writing)

STUDENTS

- *The Circulatory Story*
- journal
- Module Task 1 (*Learn* book, Writing)
- coloring utensils: red, green, yellow, blue
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Circulatory Story*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at illustrations reveal?
3. Tell students that in this lesson they will focus on how illustrations in *The Circulatory Story* help the reader understand more about the human heart.

LEARN 53 minutes

Read | Analyze Illustrations | 18 minutes

1. Explain to students that in the reading they completed for follow-up work, they learned about the three major parts of the circulatory system. In the systemic circuit, the heart pumps blood that circulates throughout the body and back to the heart. In the pulmonary circuit, the heart pumps blood that circulates to the lungs and back. And in the coronary circuit, the heart supplies itself with blood.
2. Remind students that the root *circ* means “ring, as in the shape of a circle.” Ask this question:



How does your knowledge about the root *circ* help you understand the meaning of the term *circuit*?

Key Ideas

- Since *circ* indicates a ring, *circuit* might mean something that creates a ring or circle.
 - *Circuit* might have something to do with going around in a circle, since *circ* indicates something in the shape of a circle.
3. Explain that in this lesson students will take a closer look at the coronary circuit and analyze the illustrations on pages 36–37 to learn more about how to keep the heart healthy.

4. Introduce the vocabulary term *coronary* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

5. Display and read aloud these word parts and their definitions:

- *cor/cour* (root)—heart
- *-ary* (suffix)—relating to, place where

6. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Teacher Note

Students will continue morphology word work with the roots *cor* and *cour* on the second Responsive Teaching day, lesson 35.

7. Instruct students to review page 35 in *The Circulatory Story* and Think–Pair–Share in response to this question:



Why is the coronary circuit an important part of the circulatory system?

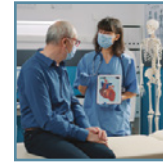
Differentiation Support

- What is the function of the coronary arteries?

Key Ideas

- The coronary circuit is responsible for carrying blood from the left ventricle to the heart cells.
- The blood brings water, oxygen, and glucose to the heart, keeping it healthy.

8. Engage students in Repeated Reading of page 36, starting with the heading “Fighting Plaque.” Tell students to focus on the figurative language used by the author.



Definition

coronary (adj.): of or relating to the heart and especially the vessels through which blood travels before reaching heart cells

9. Instruct students to Think–Pair–Share to answer this question:

 **How does the author use figurative language to help readers understand the text?**

Reinforce the correct response: The author uses a metaphor to compare the coronary artery to something readers are familiar with, a pipe below the kitchen sink that can get clogged. Using something familiar helps readers understand something complex.

10. Instruct students to read pages 36–37. Then ask this question:

 **What do we learn about the coronary artery on pages 36–37?**

Key Ideas

- The coronary artery can get clogged with plaque.
 - Eating an unhealthy diet can lead to a clogged coronary artery.
 - A doctor can unclog the coronary artery.
11. Introduce the vocabulary term *plaque* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
12. Direct attention to the example and definition on page 36. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
13. Ask this question:

 **How did the illustration of the coronary artery on page 36 give you more information and help you define the term *plaque*?**

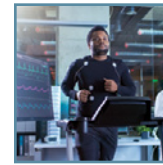
Reinforce the correct response: The illustration shows the reader what plaque looks like and that it sticks to the walls inside the coronary artery.

14. Emphasize that illustrations can give the reader more information about a topic and help them understand complex ideas. Illustrations can also help the reader understand figurative language.

Definition

plaque (n.): a fatty substance that can build up in blood vessels and cause a clog

- 15.** Tell students that they will reread pages 36–37. Explain that before they read this portion of the text, it is helpful to know the definition of *healthy*. Introduce the vocabulary term *healthy* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

healthy (adj.): well or free from disease

Respond | Explain the Meaning of Illustrations | 15 minutes

1. Instruct students to read pages 36–37, starting with “Fighting Plaque” and including the illustrations.
2.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain how the text and illustrations on pages 36–37 of *The Circulatory Story* work together to help readers understand ways to keep the heart healthy.

Analyze Student Progress

Monitor: Do students explain how the text and illustrations show that eating healthy food and exercising help keep the heart healthy?

Offer Immediate Support: If students need additional support explaining how the text and illustrations show what makes a heart healthy, ask these questions: Why is the little green character saying “Scram!” to the food in the illustration on page 36? Why is the heart saying “Thanks!” to the girl in the illustration on page 37?

Plan Future Practice: Students practice examining how illustrations support readers in module 2.

3. Invite a few students to share responses.

Key Ideas

- helps the reader see that eating a lot of unhealthy foods can be bad for you by showing the unhealthy foods as bad characters
- shows that if you eat too much unhealthy food, you may need to get your arteries unclogged
- shows that exercise is good for the heart by showing the girl’s heart saying “Thanks!” while she exercises

4. Tell students that they will follow the Whip Around instructional routine to share an idea about ways to have a healthy heart. Explain how this routine works. First, you ask a question that students can answer in a word or short phrase. Next, each student shares their response in rapid succession until all students share. Practice this routine by asking the following question and choosing a student to begin:

 **What is one activity you can do or food you can eat to keep your heart healthy?**

Key Ideas

- **activities:** play a sport, walk, run
- **foods:** fruits, vegetables

5. Tell students that in the next lesson they will discuss what the author taught them about the circulatory system.

Write | Collect Evidence | 20 minutes

1. Display Module Task 1, and read aloud the prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Differentiation Challenge

Some students will be able to write advanced responses to Module Task 1. For example, they may be able to include additional elaboration to explain how their evidence supports a point or show additional knowledge of topic-specific vocabulary. See the Assessment Guide for more information, including an example of an advanced response.

2. Instruct students to Think–Pair–Share to answer this question:

 **What is the prompt asking you to do?**

Reinforce the correct response: Write proof paragraphs 1 and 2 to complete an informative essay about the use of figurative language in *The Circulatory Story*.

3. Direct students to Module Task 1, located in the *Learn* book. Instruct students to follow along as you read the provided introductory and concluding paragraphs.
4. Instruct students to color-code the introductory and concluding paragraphs with a partner, reminding them to use the Painted Essay® as a resource.

Teacher Note

Remind students to color lightly so the words remain visible. If students are using markers, instruct them to underline the sentences so the words remain visible.

Module Task 1

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In *The Circulatory Story*, the author uses figurative language to describe the circulatory system. The author uses similes and metaphors to describe parts of the circulatory system.

5. Direct attention to the thesis, and ask this question:

☞ **According to the thesis, what will the two proof paragraphs be about?**

Reinforce the correct response: The first proof paragraph will be about how the author uses similes, and the second proof paragraph will be about how the author uses metaphors.

Language Support

Instruct students to review the examples of a simile and a metaphor in the Glossary for Module 1.

6. Reinforce that students will collect evidence of how the author uses similes and metaphors for proof paragraphs 1 and 2. Explain that writers must revisit the text to identify relevant evidence that helps them respond to a prompt.
7. Display the class Evidence Organizer for Module Task 1, and direct students to the page in their *Learn* book. Tell students that an evidence organizer helps writers collect and sort the information they find in a text. Read aloud the directions at the top of the evidence organizer. Ask this question:

☞ **What do you notice about the evidence organizer?**

Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In *The Circulatory Story*, the author uses figurative language to describe the circulatory system. The author uses similes and metaphors to describe parts of the circulatory system.

Source	Point	Evidence	Elaboration

Key Ideas

- prompt and thesis listed at the top
 - table to collect evidence with four columns
 - column for source, point, evidence, and elaboration
8. Explain to students that the first column on the evidence organizer is the source. This is where you record where you are getting your evidence from. Explain that citing, or naming, a source when collecting evidence ensures a source's creators receive credit and that readers can locate the information the writer used. Write "*The Circulatory Story*, page 9" in the Source column, and instruct students to do the same.
 9. Read aloud page 9 of *The Circulatory Story*. Think aloud to model how to identify a simile in the text, and add it to the evidence organizer. Instruct students to do the same.
 10. Inform students that for this task, all evidence will be from *The Circulatory Story*. In the remaining rows on the table, in the Source column, they can add the following page numbers: page 10, page 11, pages 12–13, and pages 16–17.
 11.  **Introduce the learning task.** Instruct students to identify the similes or metaphors in the assigned sections of the text with a partner and write the evidence on their evidence organizers.

Analyze Student Progress

Monitor: Do students demonstrate understanding of what is being compared and whether their example is a simile or metaphor?

Offer Immediate Support: If students need additional support understanding comparisons in similes and metaphors, direct them to examine the illustrations and reread the text.

Plan Future Practice: Students practice collecting evidence for Module Task 3 in lesson 25.

Sample Think Aloud

On page 9, it says, "You might think of the heart as a divided highway." This is a comparison using the word *as*, so that tells me it is a simile. This simile is comparing the two sides of the heart to a divided highway. I will write "simile" in the Point column as this evidence supports point 1 of the thesis. I will write "The heart is like a divided highway" in the Evidence column because this is the evidence I found in the text.

12. After students complete their evidence organizers, encourage them to share their identified evidence with a partner. Listen for students to discuss the correct responses.

- **page 10**—metaphor: The chambers of the heart are rooms in a house.
- **page 11**—simile: The heart is like Grand Central Station.
- **pages 12–13**—metaphor: Valves are doors that only open one way.
- **pages 16–17**—simile: Blood vessels branch off the aorta like subway tunnels.

13. Explain that by collecting textual evidence to build knowledge and support a thesis, students are doing research. Tell them that *research* means “careful study to find new knowledge about a subject.” Ask this question:

 **How might an evidence organizer help a writer do research?**

Key Ideas

- keeps ideas clear and organized
- helps show connections across different pieces of textual evidence

Explain that students will complete other steps of the research process as they build knowledge about this and other topics.

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as determining a research focus and using key terms to narrow searches for relevant information, and apply them to a formal research project.

14. Tell students that they will look at their evidence organizer in the next lesson and consider ways to elaborate on or support the evidence they collected.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about illustrations?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.c, MM.5.4.A.d, MM.5.4.B, MM.5.4.B.a, MM.5.4.C

MM.9.4 Media: MM.9.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e, CP.3.4.B

CP.4.4 Structure

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 13

Essential Question | What does having a great heart mean?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students revisit excerpts from *The Circulatory Story* to synthesize an understanding of the circulatory system's complexity. They examine a key metaphor, which prepares them to discuss a central idea in the text. During writing instruction, students practice elaborating on evidence. Students do this work in preparation for drafting proof paragraphs 1 and 2 for Module Task 1.

P A Prologue to lesson 13 is available for students who need additional support.

Learning Goals

Determine a central idea in *The Circulatory Story*.

LEARNING TASK: During a class discussion, share a big idea about the circulatory system from *The Circulatory Story*.

Use elaboration to develop evidence in a proof paragraph.

LEARNING TASK: For Module Task 1, use elaboration to develop four pieces of evidence on the Evidence Organizer for Module Task 1.

Vocabulary

circulate (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *The Circulatory Story*
- Knowledge Card: *circulate*
- Module Task 1 (*Learn* book, Writing)
- class Evidence Organizer for Module Task 1 (*Learn* book, Writing)

STUDENTS

- *The Circulatory Story*
- Talking Tool (*Learn* book)
- journal
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Circulatory Story*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that in this lesson they will revisit the journey through the circulatory system to determine a central idea in the text.

LEARN 53 minutes

Read | Prepare for a Discussion | 18 minutes

1. Display and Choral Read today's discussion question:



What do the author and illustrator teach us about what it means to circulate?

Tell students that they will look closely at the words and illustrations in the book to help them prepare to discuss this question and determine a central idea.

2. Read aloud page 5, starting with “It’s time to” and including illustrations. Ask this question:



What metaphor does the author use to help us understand the circulatory system?

Reinforce the correct response: The circulatory system is “the best ride of your life.”

3. Explain that students will work in small groups to examine the little green creature's journey through the circulatory system and answer this question:



What does this part of the little green creature's journey teach us about the circulatory system?

4. Assign groups to these pages:

- group 1, pages 6–13
- group 2, pages 14–19
- group 3, pages 20–22
- group 4, pages 23–27
- group 5, pages 28–31
- group 6, pages 32–34
- group 7, pages 35–37

Differentiation Support

Assign pages read in previous lessons to students who would benefit from repeated exposure to the same content.

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

5. Listen for students to address key ideas in their discussions.

Key Ideas

- **pages 6–13:** Blood travels throughout the body and through the heart’s chambers in two directions.
- **pages 14–19:** Pressure from the heart beating helps move blood long distances throughout the entire body.
- **pages 20–22:** The circulatory system delivers oxygen to body cells, and it collects the carbon dioxide they produce.
- **pages 23–27:** White blood cells traveling through the body destroy bacteria and make antibodies. When you get a cut, platelets help stop the bleeding by working to form a clot.
- **pages 28–31:** Blood travels through a vein called the vena cava and back to the heart. The sinoatrial node tells the heart to beat at a certain pace.
- **pages 32–34:** Blood from the heart travels through a pulmonary artery to each lung. In the lungs, red blood cells collect oxygen and release the carbon dioxide that came from the body cells. Then the blood returns to the heart.
- **pages 35–37:** Blood travels through the coronary arteries to get to the heart cells. Coronary arteries can become clogged if you do not exercise and eat a healthy diet.

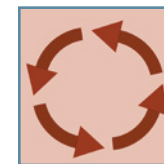
6. Invite each group to share, in the same order as the text, one piece of information from the pages they examined.

7. Read aloud pages 38–39, starting with “The Circulatory Story” and including illustrations.

8. Introduce the vocabulary term *circulate* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

Remind students of previous morphology work with the word part *circ*, meaning “ring, as in the shape of a circle.”



Definition

circulate (v.): to move without stopping through a closed system

Differentiation Challenge

To extend student thinking, challenge students to explain two different ways the last sentence on page 38 could be interpreted, based on the meaning of the word *circulate*.

Respond | Discuss a Central Idea | 12 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Support what you say with relevant textual evidence.
2. Explain to students that adding textual evidence helps make their point stronger and clearer to the listener.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Direct students to the “Support What You Say” row on the Talking Tool, located in the *Learn* book. Explain to students that the sentence frames can help the speaker report on a topic in an organized way.
4. Instruct students to read the sentence frames with a partner and put a star next to one sentence frame they will try during the discussion.

Talking Tool

Listen Closely

What do you mean by _____?
 Can you tell me more about _____?
 What evidence supports your idea?
 How does your idea relate to _____?

Share What You Think

I think _____ because _____.
 First, _____. Also, _____. Finally, _____.
 I agree and I will add that _____.
 I disagree because _____.
 I hear you say that _____. This makes me think that _____.
 I hear you say that _____. However, _____.

Support What You Say

In the text, _____.
 For example, _____.
 One reason is _____. Another reason is _____.
 This evidence shows _____.
 This evidence means _____.
 This evidence is important because _____.

5.  **Introduce the learning task.** Explain that students will now engage in a discussion to share what the author and illustrator teach us about the circulatory system through the journey of the little green creature. Remind students to use the sentence frame they starred on the Talking Tool when preparing for the discussion. Begin by asking this question:

 **Why is it important to know what it means to circulate in order to understand the circulatory system?**

Teacher Note

If time and space allow, configure students so they are facing one another for the discussion.

Analyze Student Progress

Monitor: Do students describe ways the little green creature's journey teaches parts of the circulatory system and how they work together?

Offer Immediate Support: If students need additional support describing how the creature's journey teaches parts of the circulatory system, read aloud the portion of page 38 from "You've visited three" to "system works properly," and ask this question: What does this paragraph teach you about the circulatory system?

Plan Future Practice: Students practice determining a central idea in *The Gross Clinic* in lesson 20.

6. Reinforce key ideas.

Key Ideas

- The circulatory system includes many body parts that work together to circulate blood.
- As blood circulates, it brings oxygen and other nutrients to all parts of the body.

7. Continue the discussion by asking this question:

 **Why do the author and illustrator teach us what it means to circulate?**

- 3. Remind students that when they looked at the proof paragraphs in the writing model, they identified two ways a writer elaborates on evidence, or connects it to a point. Instruct students to Think–Pair–Share to answer this question:

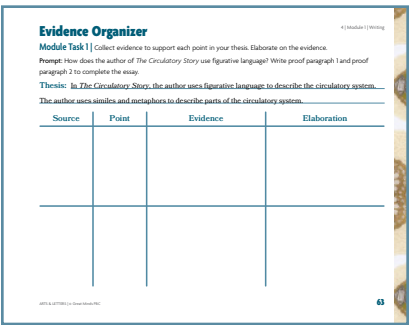
 **What are two ways you can elaborate on evidence?**

Language Support

Review the definition of the term *elaboration* by directing students to the Glossary for Module 1.

Reinforce the correct response: Two ways to elaborate on evidence are by explaining and adding relevant details.

- 4. Display the class Evidence Organizer for Module Task 1. Remind students that for Module Task 1 they will write two proof paragraphs: one to develop point 1 and describe how the author uses similes and the second to develop point 2 and describe how the author uses metaphors. Explain that students will review their evidence and write elaboration sentences that tell the reader more about the evidence and connect it to the points in the thesis.
- 5. Read aloud the first piece of evidence: “The heart is like a divided highway.” Think aloud to model how to elaborate and connect the evidence to point 1 of the thesis by reflecting on this question: How does this piece of evidence show the author’s use of similes to describe parts of the circulatory system?
- 6. Remind students that in level 4 they will write an informative essay that includes multiple pieces of evidence in each proof paragraph. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book, and instruct them to select two pieces of evidence to support point 1 and two pieces of evidence for point 2 by putting a star next to each in the evidence organizer.



Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In *The Circulatory Story*, the author uses figurative language to describe the circulatory system.

The author uses similes and metaphors to describe parts of the circulatory system.

Source	Point	Evidence	Elaboration

Sample Think Aloud

I collected evidence about how the author uses a simile to compare the heart to a divided highway. To elaborate on this evidence, I ask myself, “How does this simile help describe the circulatory system?” This helps me understand how the septum divides the two parts of the heart. For my elaboration, I will write, “The septum is like a divider on a highway and keeps blood flowing in the correct direction.”

7.  **Introduce the learning task.** Direct attention to the Elaboration column of the Evidence Organizer for Module Task 1. Instruct students to elaborate on the four pieces of evidence they selected on their evidence organizer.

Language Support

Provide students with this sentence frame: This evidence shows _____.

Differentiation Support

As needed, guide students to examine the text, illustrations, and text features in addition to rereading the text.

Analyze Student Progress

Monitor: Do students use elaboration to explain how each piece of evidence connects to a supporting point from the thesis?

Offer Immediate Support: If students need additional support elaborating on details, ask this question: What additional information can help the reader understand the evidence?

Plan Future Practice: Students practice elaborating on evidence for Module Task 3 in lesson 26.

8. Invite a few students to share elaboration sentences.

Key Ideas

- **evidence:** The chambers of the heart are rooms in a house.
- **elaboration:** This shows that the chambers of the heart are separate like the rooms in a house.
- **evidence:** The heart is like Grand Central Station.
- **elaboration:** This shows that the heart is a busy place with blood flowing in and out like the people going in and out of Grand Central Station.
- **evidence:** Valves are doors that only open one way.
- **elaboration:** Valves don't let blood flow through them in two directions.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the circulatory system?
- What did you learn from *The Circulatory Story*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.C, MM.2.4.D

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.B, MM.5.4.B.a

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

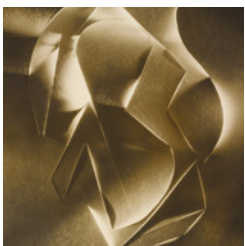
DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 14

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning about the circulatory system from *The Circulatory Story*. Students express the knowledge they gained, using coordinating conjunctions. During writing instruction, students prepare to write a response to Module Task 1 by reviewing a checklist. Students use their evidence organizers to orally rehearse topic sentences and then write two proof paragraphs about the author's use of figurative language in *The Circulatory Story*.

P A Prologue to lesson 14 is available for students who need additional support.

Learning Goals

Reflect on knowledge gained from *The Circulatory Story*.

LEARNING TASK: Write two knowledge statements about *The Circulatory Story*, using coordinating conjunctions.

For Module Task 1, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide.

LEARNING TASK: For Module Task 1, use proof paragraph 1 and proof paragraph 2 to support the thesis about figurative language in *The Circulatory Story*.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Draft Proof Paragraphs

LAND

Synthesize Learning

Materials

TEACHER

- *The Circulatory Story*

STUDENTS

- Sentence Strategies for Module 1 (*Learn book*, Writing)
- coordinating conjunction cards
- World Knowledge Statements for Module 1 (*Learn book*)
- Evidence Organizer for Module Task 1 (*Learn book*, Writing)
- Checklist for Module Task 1 (*Learn book*, Writing)
- Module Task 1 (*Learn book*, Writing)

Preparation

- Familiarize yourself with the term *coordinating conjunctions*. See the Respond section for details.
- Make multiple sets of coordinating conjunction cards (three cards to a set, one set for each pair of students) by writing *and*, *but*, and *or* on individual index cards. See the Respond section for details.
- Determine how students will access Module Task 1. Students continue to work with this task in lesson 15.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Circulatory Story*, passage 2 (*Learn book*, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Circulatory Story*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review and write about the knowledge they built while reading *The Circulatory Story*.

LEARN 53 minutes

Read | Review Knowledge | 10 minutes

1. Display the World Knowledge Chart, and instruct students to silently read the knowledge statements.
2. Ask this question:

 **What did you learn about the circulatory system from *The Circulatory Story*?**

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *The Circulatory Story* from lesson 7, located in the *Learn* book.

Key Ideas

- **circulatory system:** heart, blood, blood vessels
- **heart:** a two-story, four-room house; pumps blood; squeezes and relaxes
- **blood and blood vessels:** transport oxygen and nutrients, different types of vessels

Respond | Express Knowledge | 20 minutes

1. Remind students that there are different ways to express knowledge. Then facilitate a brief discussion of these questions:

 **When you write, how do you expand an idea? How do you link ideas?**

2. Tell students that coordinating conjunctions can help writers expand ideas and show relationships between them.
3. Display only Strategy 1 on the Sentence Strategies for Module 1 page; cover all other sections of the page, including the Strategy 1 examples and sample sentences. Invite a student to read aloud the sentence strategy.

Teacher Note

Throughout the year, students practice combining, expanding, and condensing sentences, which allows them to express their knowledge in a variety of ways. They practice on the Sentence Strategies pages, located in the *Learn* book. This resource grows in subsequent modules as students learn new strategies.

4. Uncover the examples. Explain that there are a number of coordinating conjunctions, but for this lesson, students will focus on only three: *and*, *but*, *or*.

5. Display this sentence frame: The little green creature in *The Circulatory Story* is _____ and _____. Read aloud the sentence, and invite a student to fill in the blanks with words or phrases. Then ask this question:

 **What does the word *and* do in the sentence?**

Repeat the process, replacing *and* with *but* and then *but* with *or* in both the displayed sentence and the question.

Language Support

Rather than having students complete the sentence frame using different coordinating conjunctions, display and read aloud these sentences and discuss the purpose of each conjunction:

- The little green creature in *The Circulatory Story* is cute **and** helpful.
- The little green creature in *The Circulatory Story* is funny **but** brave.
- The little green creature in *The Circulatory Story* is inside the body **or** outside the body.

Key Ideas

- **and:** connects similar ideas
- **but:** presents contrasting ideas
- **or:** highlights choices

6. Display the Sentence Strategies for Module 1 with the sample sentences still covered. Uncover and read aloud the first sample sentence. Invite a student to identify the coordinating conjunction *and*. Explain that *and* connects one phrase, “red blood cells,” to another, “white blood cells.”

7. Uncover and invite a student to read the second sample sentence. Explain that *and* connects one sentence, “Blood contains red blood cells,” to another, “it contains white blood cells,” in this example. Point to the comma in the sample sentence, and tell students that when a coordinating conjunction connects two complete sentences, a comma comes before it.
8. Uncover the Your Turn section, and read aloud the sentence frames. Instruct students to work with a partner to orally expand each sentence. Tell students that information in the World Knowledge Chart can help them.

Differentiation Support

If students need additional information about the heart, veins, or cuts, direct attention to the following pages in *The Circulatory Story*: 10 (heart), 14 (veins), 26 (cuts).

9. Direct students to the Your Turn section of the Sentence Strategies for Module 1, located in the *Learn* book. Instruct students to write the sentences they created with their partners. Remind students to add a comma before the coordinating conjunction if they added a complete sentence after it.
10. Direct attention to the World Knowledge Chart. Tell students that they will use conjunctions to expand or link ideas listed in the chart, creating new knowledge statements. Distribute a set of coordinating conjunction cards to pairs. Tell them to keep the cards facedown. Instruct students to take turns drawing a card and using the coordinating conjunction on the card to expand or link ideas in the chart. Encourage students to go through the set of cards two times.

Sentence Strategies
Module 1

Strategy 1: Use a coordinating conjunction to expand or link ideas.
Examples: and, but, or, for, so, yet
Sample Sentence: Blood contains red blood cells, **and** white blood cells.
Blood contains red blood cells, **and** it contains white blood cells.

Your Turn
The heart has two sides **and** _____
Veins are smaller than arteries but _____
A cut may heal or _____

Strategy 2: Use a relative pronoun to add more information about a noun.
Examples: that, which, who
Sample Sentence: Walter Dean Myers wrote books, **which** won many awards.

Your Turn
Walter Dean Myers was a giving person **who** _____
Walter Dean Myers wrote books **that** _____

- 11. 🎯 Introduce the learning task.** Direct students to the World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to add at least two knowledge statements they created with conjunctions.

World Knowledge Statements
Module 1 | Write complete sentences about what you learned.

1

Analyze Student Progress

Monitor: Do students write knowledge statements that demonstrate understanding of elements or processes in the circulatory system and that contain a coordinating conjunction?

Offer Immediate Support: If students need additional support demonstrating understanding of the circulatory system, ask them to review their Informational Outline 1 for *The Circulatory Story*.

Plan Future Practice: Students practice forming knowledge statements in lesson 21.

- 12.** Invite a few students to share their knowledge statements.

Key Ideas

- A heart contracts and relaxes.
- Fatty foods can clog an artery, but eating healthy foods can keep your heart healthy.
- Blood can travel through an artery or a capillary.

Write | Draft Proof Paragraphs | 23 minutes

1. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Tell students that they will continue to share knowledge they gained from *The Circulatory Story*. Ask these questions:

*** **What is the focus of this essay? What information will it share with the reader?**

Differentiation Support

To help students identify the essay's focus, direct attention to the thesis in their evidence organizers.

Key Ideas

- figurative language
- how the author uses figurative language to describe the circulatory system

2. Display the Checklist for Module Task 1, and direct students to that page in their *Learn* book. Instruct students to read the criteria independently. Then ask this question:

*** **How can the checklist help you plan your proof paragraphs?**

Key Ideas

- tells what to include in the proof paragraphs
- tells that transitions are needed at the beginning of proof paragraph 2 and within the paragraphs
- tells that each paragraph needs a topic sentence, evidence, and elaboration

Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In *The Circulatory Story*, the author uses figurative language to describe the circulatory system.

The author uses similes and metaphors to describe the parts of the circulatory system.

Source	Point	Evidence	Elaboration

Checklist

Module Task 1 | Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of figurative language	☐	☐
shows knowledge of how the author of <i>The Circulatory Story</i> uses figurative language to describe the circulatory system	☐	☐
Writing		
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐
uses evidence from <i>The Circulatory Story</i> to support each point	☐	☐
uses elaboration to develop each piece of evidence	☐	☐
uses a transition word or phrase to connect ideas within proof paragraphs	☐	☐

- 3.** Emphasize that topic sentences begin the proof paragraphs, and the topic sentence for proof paragraph 2 has a transition word or phrase. Instruct students to work with a partner to orally rehearse topic sentences for the two proof paragraphs. As one student rehearses, the other student should confirm that their partner included a transition in the topic sentence for proof paragraph 2.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

4. **🎯 Introduce the learning task.** Direct students to Module Task 1, located in the *Learn* book. Instruct students to draft proof paragraphs 1 and 2, using the thesis as a guide.

Teacher Note

In this lesson, students begin Module Task 1. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

[illegible]

Analyze Student Progress

Monitor: Do students write proof paragraphs that support the thesis and reflect the checklist criteria?

Offer Immediate Support: If students need additional support drafting proof paragraphs, add these labels in the margin of the module task page: topic sentence, evidence, elaboration, evidence, elaboration. Then tell students to write the topic sentence and transfer the other sentences from their evidence organizers to the module task.

Plan Future Practice: Students practice writing proof paragraphs in lesson 27.

5. As students finish their drafts, instruct them to read their paragraphs in a whisper and to check their work by using the criteria in the Writing section of the checklist. Tell students that they will use the remaining rows of the checklist in the next lesson.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **What does having a great heart mean?**

2. Use responses to reinforce these Knowledge Threads:
 - Authors use literal and figurative language to explain the complex physical functions of the human heart.
 - The heart, an organ that is part of the circulatory system, pumps blood to supply the body's cells with oxygen.
 - A person with a literal great heart has a healthy heart with functioning valves and clean arteries.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the heart?
- How do the author and illustrator of *The Circulatory Story* help you understand the circulatory system?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.7.4 Capitalization

DF.8.4 Punctuation: DF.8.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 15

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students finalize Module Task 1, using a checklist to revise their proof paragraphs.

Learning Goals

Demonstrate knowledge of the heart and apply reading comprehension skills to a new text related to the heart.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

For Module Task 1, revise proof paragraph 1 and proof paragraph 2.

 **LEARNING TASK:** For Module Task 1, revise proof paragraphs 1 and 2, using a checklist as a guide.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Write:** Revise Proof Paragraphs

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1 and to plan for next steps once students complete Module Task 1.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Circulatory Story*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: What does having a great heart mean?
2. Tell students that in this lesson they will show and grow what they know about the heart by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment is made of four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the heart. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 16.

Write | Revise Proof Paragraphs | 15 minutes

1. Tell students that in this lesson they will complete Module Task 1.
2. Display the Checklist for Module Task 1. Remind students that a checklist shows writers what they should include in their written tasks. In the previous lesson, they referred to the criteria in the Writing section. In this lesson, they will use all the sections of the checklist to review and revise their proof paragraphs.
3. Explain that the class will first focus on one criterion in the Language section. Point to this row in the checklist and read it aloud: “uses topic-specific vocabulary to explain the topic.”
4. Display a sentence containing a general term, and underline the general term (e.g., The parts of the heart are like the rooms of a house). Model how to annotate the sentence to replace the general term with a topic-specific term (e.g., The chambers of the heart are like the rooms of a house).
5. Direct students to Module Task 1, located in the *Learn* book. Instruct students to work with a partner to annotate general terms in their proof paragraphs and replace them with topic-specific vocabulary.

Language Support

Guide students in creating a list of topic-specific vocabulary related to the circulatory system (e.g., *aorta*, *blood vessels*, *chambers*, *flow*, *septum*, *valves*).

Module Task 1 47 Module 1 Writing

Prompt: How does the author of *The Circulatory Story* use figurative language? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

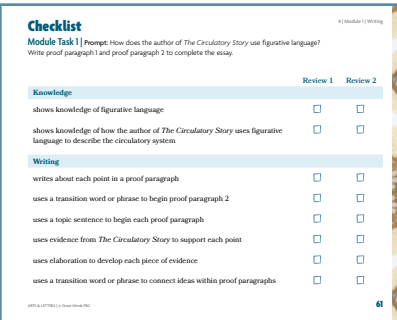
How can an author help you understand new information? In *The Circulatory Story*, the author uses figurative language to describe the circulatory system. The author uses similes and metaphors to describe parts of the circulatory system.

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6.  **Introduce the learning task.** Direct students to the Checklist for Module Task 1, located in the *Learn* book, and tell them to read the remaining rows independently. Then instruct students to use the checklist to review and revise their proof paragraphs for Module Task 1.

Differentiation Support

Based on your students' needs, answer questions about the criteria in the checklist.



Checklist
 Module Task 1 | Prompt: How does the author of *The Circulatory Story* use figurative language?
 Write proof paragraph 1 and proof paragraph 2 to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of figurative language	☐	☐
shows knowledge of how the author of <i>The Circulatory Story</i> uses figurative language to describe the circulatory system	☐	☐
Writing		
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐
uses evidence from <i>The Circulatory Story</i> to support each point	☐	☐
uses elaboration to develop each piece of evidence	☐	☐
uses a transition word or phrase to connect ideas within proof paragraphs	☐	☐

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 3 minutes

Revisit the Essential Question

1. Instruct students to share with a partner one thing they learned about the heart from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about a great heart as they read additional module texts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.7.4 Capitalization

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 16

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of a great heart and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 1 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- Knowledge Cards: *blood vessel, circulate, circulatory system, coronary, figurative, healthy, heart, literal*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *circ* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the Fluency Practice for *The Circulatory Story*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: What does having a great heart mean?
2. Tell students that they will listen and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

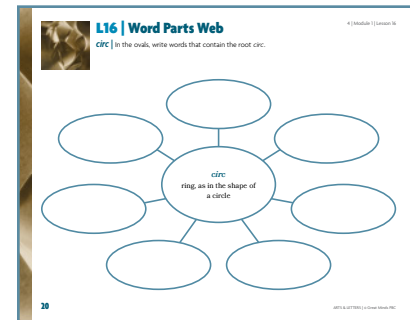
Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *circulate* in the Glossary for Module 1, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *circ* means “ring, as in the shape of a circle.”
2. Direct students to the Word Parts Web for *circ*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *circ* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *circuit*, *circular*, *circulate*, *circumference*, *circus*, *encircle*, *semicircle*. Correct any misunderstandings or misapplied affixes.
4. Choose a word students shared, and ask this question:



How does the root relate to the meaning of the word?

5. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to the World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Create a Web:** Display a Knowledge Card, and instruct students to generate a web of words and phrases in their journal to express the knowledge they have gained about that term.

Teacher Note

Reviewing module terms offers an opportunity to deepen students' understanding of the knowledge of the module. Consider which Knowledge Threads to elevate when selecting words for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about a great heart as they read more module texts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A.d, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

BU Build Understanding

BU.2.4 Discovery and Evidence

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.4.4 Reflection and Evaluation



Lesson 17

Essential Question | What does having a great heart mean?

Content Framing Question | **Wonder:** What do I notice and wonder about this work of art?

OVERVIEW

Preview

In this Wonder lesson, students begin their study of Thomas Eakins's painting *Portrait of Dr. Samuel D. Gross*, also known as *The Gross Clinic*. Students examine the painting and record what they notice and related questions. During writing instruction, students review the elements of an introductory paragraph in preparation for Module Task 2. Students then draft an introductory paragraph as part of the module task.

P A Prologue to lesson 17 is available for students who need additional support.

Learning Goals

Notice and wonder about *The Gross Clinic*.

LEARNING TASK: Write at least three things you notice about the painting and at least three related questions.

For Module Task 2, use the introductory paragraph structure to draft an introductory paragraph about healthy valves.

LEARNING TASK: For Module Task 2, draft an introductory paragraph that catches readers' attention and presents a clear thesis.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Look Closely at *The Gross Clinic*
- **Respond:** Notice and Wonder About *The Gross Clinic*
- **Write:** Draft an Introductory Paragraph

LAND

Reflect on Learning

Materials

TEACHER

- *The Gross Clinic* (digital platform)
- class Notice and Wonder Chart for Work of Art 2

STUDENTS

- Notice and Wonder Chart for Work of Art 2 (*Learn* book)
- color-coded Writing Model for Module 1 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- journal

Preparation

- Determine how students will access Module Task 2. Students continue to work with this task in subsequent lessons.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Stopping by Woods on a Snowy Evening” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Gross Clinic* without revealing its title or the name of the artist.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this work of art?
3. Tell students that in this lesson they will look closely at a work of art and write down what they notice and wonder.

LEARN 53 minutes

Observe | Look Closely at *The Gross Clinic* | 10 minutes

Teacher Note

Portrait of Dr. Samuel D. Gross, commonly referred to as *The Gross Clinic*, is a large-scale, 1875 oil painting by the American artist Thomas Eakins. Eakins portrayed Dr. Gross, a real practicing surgeon, as he performed a breakthrough operation. Dr. Gross was one of the first surgeons to focus on removing the diseased part of an infected bone rather than amputating the entire limb. Dr. Gross stands tall in the painting, surrounded by a lecture hall full of medical students eager to learn from his methods. The man seated to the doctor's right, holding a pencil, is thought to be Eakins himself, taking artist's notes.

To promote looking closely at the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn more about its history. The title of the work of art will be shared with students in lesson 18.

1. Remind students that in a previous lesson they noticed and wondered about a sculpture to help them better understand and enjoy it. Now, they will notice and wonder to better understand and enjoy another work of art.

2. Display *The Gross Clinic*. Instruct students to look closely at the painting for at least one minute, silently holding their observations and comments. Direct students' attention to different parts of the painting, including the top, bottom, middle, and corners.
3. After at least one minute of silent observation, remind students that they will describe what they see, not interpret what they see, in the work of art. Think aloud to model how describing what you see differs from offering an interpretation. Display the class Notice and Wonder Chart for Work of Art 2, and add what you notice to the chart.
4. Remind students that they will ask related questions about what they notice.

Differentiation Support

Think aloud to model a related question, and then add the question to the class chart.

- 5.** Instruct students to look closely at the painting for an additional 30 seconds.

Sample Think Aloud

If I said, “I notice a brave man,” I would be interpreting what I see. Instead, I should describe what I see: I see a man with white hair.

Respond | Notice and Wonder About *The Gross Clinic* | 15 minutes

- 1.** Instruct students to discuss these questions with a partner:

 What do you notice in this work of art? What do you see?

 **What do you wonder?**

- 2. 🎯 Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 2, located in the *Learn* book. Instruct students to write at least three things they notice and at least three related questions about the work of art.

[illegible]

Analyze Student Progress

Monitor: Do students write three things they notice about the work of art and three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, point to a specific figure, and tell students to orally express what they notice about that figure before writing a sentence and question.

Plan Future Practice: Students practice noticing things and asking questions about a work of art in module 2.

3. Instruct students to share their charts in small groups and discuss the similarities and differences between them. Encourage students to add to their charts new observations and questions gleaned from their group conversations.
4. Tell students that they will continue studying the work of art over the next several lessons to deepen their understanding of it.

Write | Draft an Introductory Paragraph | 28 minutes

1. Display the following facts related to the valves in the circulatory system, and instruct students to read them with a partner:
 - Heart valves can be about as big as a half-dollar.
 - The heart valves make the sound of the heartbeat when they close.
 - A damaged valve can be replaced with an artificial valve or with a valve from an animal or human donor.
 - Leonardo da Vinci drew models of heart valves in 1513.
 - Valves within leg veins help blood travel against gravity and back toward the heart.

Teacher Note

Some of these facts have been paraphrased from state and national medical sources. See the Works Cited appendix for a complete list of sources.

- 2. Instruct students to Think-Pair-Share in response to these questions:**



 Which statement surprised you? Which one made you want to learn more?

3. Explain that sharing an interesting fact is one way to get a reader's attention. Like writing a question, sharing an interesting fact at the beginning of an informative essay can "hook" or surprise readers and make them want to learn more. Explain that facts should come from reliable sources, as the facts about the heart did. The sources include trustworthy medical institutions.
4. Display the color-coded Writing Model for Module 1, and direct students to the page in the *Learn* book. Review the information contained in the introductory paragraph and the relationship between the colors used to annotate the thesis and the proof paragraphs.
5. Display Module Task 2, and direct students to the page in the *Learn* book. Choral Read the prompt: What do healthy valves do for the circulatory system? Write the introductory paragraph and concluding paragraph to complete the essay.

Differentiation Challenge

Some students will be able to write advanced responses to Module Task 2. For example, they may be able to produce a hook in the form of a statement or expand the restatement of their thesis in the concluding paragraph. See the Assessment Guide for more information, including an example of an advanced response.

[illegible]

6. Explain that the proof paragraphs of the essay are already written; students will review those components to determine how to draft the missing pieces of the essay. Tell students that in this lesson they will focus on the introductory paragraph. Ask these questions:

 **What is the essay's focus? What is the prompt asking you to write about?**

Differentiation Support

If students identify only the essay's topic, healthy valves, prompt them to identify the essay's focus by asking this question: What will readers of the essay learn about healthy valves?

Reinforce the correct response: what healthy valves do for the circulatory system.

7. Instruct students to independently read the partially completed essay on the Module Task 2 page. Then tell students to discuss these questions with a partner:

 **What information does the writer include about valves in proof paragraph 1 and proof paragraph 2?**

 **How will this information help you write the introductory paragraph?**

Listen for students to determine the correct responses:

- Proof paragraph 1 is about how valves in the heart keep blood moving in the correct direction.
- Proof paragraph 2 is about how valves in veins keep blood moving in the correct direction.
- The topic of each paragraph is included in the second sentence of the thesis.

8. Tell students to think about the focus of the essay and the information in the proof paragraphs. Then direct students to their journals, and instruct students to jot a response to this question:



What is an interesting fact or question you could use to grab a reader's attention?

Language Support

To help students write an interesting fact or question about valves, direct them to the text and illustrations on pages 12–13 and 22 of *The Circulatory Story*.

Key Ideas

- Valves can be as big as a half-dollar.
- Valves help blood travel against gravity.
- Did you know that valves open and close thousands of times each day?

9. Tell students that now that they have identified the essay's focus and two points and generated ideas for a hook, they will work with a partner to orally rehearse an introductory paragraph that includes a hook and a thesis. Encourage students to rehearse a variety of hooks and have their partner provide feedback as to which hook is most interesting.
10.  **Introduce the learning task.** Instruct students to draft an introductory paragraph for Module Task 2 about healthy valves.

Teacher Note

In this lesson, students begin Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Analyze Student Progress

Monitor: Do students draft an introductory paragraph that begins with a question or interesting fact and has a thesis that states the topic and includes both supporting points?

Offer Immediate Support: If students need additional support drafting an introductory paragraph, encourage them to draft one sentence at a time: a sentence to catch readers' attention, a sentence to name the focus, and a sentence to name the supporting points.

Plan Future Practice: Students practice composing an introductory paragraph for the End-of-Module Task in lesson 37.

11. As students finish their drafts, instruct them to work with a partner to check that their theses are comprised of two sentences: one that presents the essay's focus and another that names the supporting points.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from the work of art?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

CP.3.4 Content

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.b, CP.4.4.B, CP.4.4.B.c

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.B

DF.7.4 Capitalization

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 18

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this work of art?

OVERVIEW

Preview

In this Organize lesson, students examine the foreground and background of *The Gross Clinic*. They describe the arrangement and characteristics of the figures to explain what is happening in the painting. During writing instruction, students review the elements of a concluding paragraph and analyze the provided proof paragraphs in Module Task 2 to develop an effective answer for *so what?* Then students draft a concluding paragraph that responds to *what?* and *so what?*

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Describe *The Gross Clinic*.

LEARNING TASK: Describe the figures in *The Gross Clinic*.

For Module Task 2, use the questions *what?* and *so what?* to write a concluding paragraph.

LEARNING TASK: For Module Task 2, draft a concluding paragraph that restates the thesis and explains why the essay's topic is important.

Vocabulary

background (n.)

foreground (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Examine *The Gross Clinic*
- **Respond:** Describe the Figures in *The Gross Clinic*
- **Write:** Draft a Concluding Paragraph

LAND

Reflect on Learning

Materials

TEACHER

- *The Gross Clinic* (digital platform)

STUDENTS

- journal
- color-coded Writing Model for Module 1 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- index card

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Stopping by Woods on a Snowy Evening” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Gross Clinic* without revealing its title or the name of the artist.
2. Display and Choral Read the Content Framing Question: What is happening in this work of art?
3. Tell students that they will build their understanding of what is happening in this work of art by looking closely at several of the figures.

LEARN 53 minutes

Observe | Examine *The Gross Clinic* | 8 minutes

1. Remind students that to help them understand what is happening in a work of art, they can think about describing it to someone who can't see it. To do that, viewers first look closely at different parts of the work of art.
2. Introduce the vocabulary terms *foreground* and *background* by displaying the terms and definitions. Engage students in Vocabulary Exploration.

Language Support

Annotate the word parts in the terms *foreground* and *background*. Make connections to *forward* and *backward* to help students understand the meanings of the terms.

Definitions

foreground (n.): in a work of art, the area that appears to be closest to the viewer

background (n.): in a work of art, the area that appears to be farthest away from the viewer

3. Display *The Gross Clinic*. Instruct students to examine the foreground of the painting. Then pose this prompt:

 **Describe a figure in the foreground. What are they doing? Where are they located?**

Key Ideas

- white-haired man standing in center
- man with mustache performing an operation on right
- woman covering her face on left

4. Tell students to examine the background of the painting. Pose this prompt:

 **Describe a figure in the background. What are they doing? Where are they located?**

Key Ideas

- man with mustache writing on left
- man seated and leaning over to look down at operation in middle
- man standing in doorway on right

5. Tell students to view all the figures. Ask these questions:

 **How are the figures arranged in the foreground and background?**

 **What shape or lines are created by the figures' arrangement?**

Language Support

Encourage students to use the terms *foreground* and *background* and specific names of shapes in their responses.

Key Ideas

- **foreground:** The group of figures creates a circle.
- **background:** The rows of figures create horizontal lines.

Respond | Describe the Figures in *The Gross Clinic* | 25 minutes

1. Tell students that they will now work together to create a class tableau to understand how all the parts of the painting come together. Explain that in a tableau, students use their bodies and facial expressions to recreate a scene; they stand still and do not talk.
2. Invite a few students to play the person standing, the person turning away, and the person writing. Instruct remaining students to select other figures from the painting and arrange themselves around the three principal figures. Each student should mirror the location and pose of their chosen figure.
3. Invite two students to step out of the tableau and provide feedback. Tell the two students to compare the tableau to the painting and make suggestions about where students within the tableau should move, stand, or sit differently, using the terms *foreground* and *background* in their feedback. Then tell the two students to return to their places in the tableau.
4. Ask this question:



Where does the action in the work of art take place?

Reinforce the correct response: The action takes place in the center of the foreground around the man standing.

5. Ask these questions of students in the foreground and background:



Can you see the action from your location?



How do you feel in your position and in your location?

6. Release students from the tableau. Tell them that this work of art is titled *Portrait of Dr. Samuel D. Gross*, but it is commonly referred to as *The Gross Clinic*. The American artist Thomas Eakins created the oil painting in 1875. Explain that students will learn more about the painting in future lessons.

7.  **Introduce the learning task.** Direct students to their journals, and instruct them to write a response to this prompt:

 **Describe the arrangement and characteristics of the figures in the painting. Use the terms *foreground* and *background* in your response.**

Analyze Student Progress

Monitor: Do students describe the arrangement and characteristics of the figures in the foreground and background of the painting?

Offer Immediate Support: If students need additional support describing the figures, direct attention to two groups of figures, one in the foreground and one in the background. Instruct students to describe each group's location, arrangement, and characteristics.

Plan Future Practice: Students practice describing what is happening in a work of art in module 2.

8. Invite a few students to share their responses.

Key Ideas

- In the foreground, a circle of men perform an operation. Four are seated looking at the patient. One is standing. He is not looking at the patient. He has blood on his hands. A woman outside the circle hides her face so she can't see what is happening.
- In the background, many men sit in horizontal lines above the group in the foreground. Most are looking down at the operation. One man is writing.

9. Tell students that in the next lesson they will consider the choices the artist made to create the painting.

Write | Draft a Concluding Paragraph | 20 minutes

1. Tell students that they will now return to Module Task 2 since they have concluded their visual art instruction. Then ask these questions:

 **What does it mean when something has concluded?**

 **What is the purpose of a concluding paragraph?**

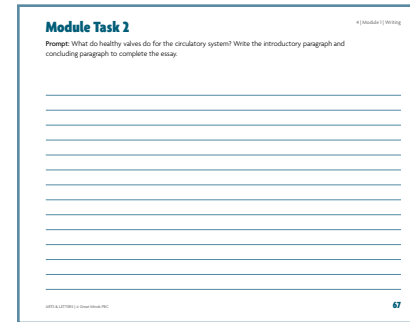
Reinforce the correct responses:

- **concluded**—ended
 - **concluding paragraph**—brings an essay to an end
2. Display the color-coded Writing Model for Module 1, and direct students to the page in their *Learn* book. Read aloud the concluding paragraph, and review the relationship between the color of the concluding paragraph and the thesis.
 3. Explain that writers answer two questions in the concluding paragraph: *what?* and *so what?* To answer the first question, a writer restates the thesis. To answer the second question, a writer explains why the information about the topic is important.
 4. Instruct students to identify in the writing model the sentence that answers *what?* and the sentence that answers *so what?*

Reinforce the correct responses:

- ***what?***—The author of “Heart to Heart” uses literal and figurative language to describe the heart.
- ***so what?***—This helps readers understand that the word *heart* has different meanings.

- Direct students to Module Task 2, located in the *Learn* book.
Instruct students to review the partially completed essay, considering why the information about healthy valves is important. Then distribute one index card to each student, and tell them to write three responses that answer the question *so what?*
- Instruct students to share with a partner their *so what?* answers. Then tell students to select independently the answer that best explains the importance of the essay's topic.
- Direct attention to the introductory paragraphs that students drafted for lesson 17. Instruct students to work with a partner to use the thesis in their introductory paragraph and their chosen *so what?* answer to orally rehearse a concluding paragraph.



Differentiation Support

Instruct students to take turns orally crafting a sentence that answers *what?* and then another sentence that answers *so what?*

- 8. 🎯 Introduce the learning task.** Instruct students to draft a concluding paragraph for Module Task 2.

Teacher Note

Students may complete Module Task 2 on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally.

Analyze Student Progress

Monitor: Do students draft a concluding paragraph that explains what healthy valves do and then explains why healthy valves are important?

Offer Immediate Support: If students need additional support drafting sentences that answer *what?* and so *what?*, provide more specific questions, such as these: What do readers learn from the essay? Why is the topic important?

Plan Future Practice: Students practice drafting a concluding paragraph for the End-of-Module Task in lesson 38.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Gross Clinic*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.B

CP.3.4 Content

CP.4.4 Structure: CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.7.4 Capitalization

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 19

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at light reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Eakins's use of light in *The Gross Clinic*. They focus particularly on the artist's use of *chiaroscuro*, the contrast of bright objects placed next to deep shadow, to identify the mood of the painting. During writing instruction, students prepare to revise Module Task 2 by reviewing a checklist with a partner. Students use the checklist and peer feedback to finalize their introductory and concluding paragraphs.

Learning Goals

Examine the use of light in *The Gross Clinic*.

 **LEARNING TASK:** Identify a mood that light and darkness create in *The Gross Clinic*.

For Module Task 2, revise the introductory and concluding paragraphs of an informative essay.

 **LEARNING TASK:** For Module Task 2, revise the introductory and concluding paragraphs using the Checklist for Module Task 2 and peer feedback.

Vocabulary

chiaroscuro (n.)

focal point



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Examine Light in *The Gross Clinic*
- **Respond:** Identify a Mood in *The Gross Clinic*
- **Write:** Revise Introductory and Concluding Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

- *The Gross Clinic* (digital platform)

STUDENTS

- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Stopping by Woods on a Snowy Evening” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Gross Clinic*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at light reveal?
3. Tell students that they will look more closely at the artist's use of light and darkness and consider the ways these choices convey emotion within the work of art.

LEARN 53 minutes

Observe | Examine Light in *The Gross Clinic* | 20 minutes

1. Remind students that in the previous lesson they studied the way Eakins organized the painting by looking at the placement and actions of the figures. In this lesson, they will consider how Eakins uses light and darkness.
2. Explain that people need light to see, and painters and photographers are fascinated by the way different types of light change how people see. Many artists are interested in capturing light in their paintings and photographs. Ask this question:



How might artists show light in their works?

Key Ideas

- use bright colors
- use the colors gold or yellow
- use darker colors in some areas and lighter colors in other areas

3. Turn off or dim the classroom lights. Using a flashlight or another light source, shine the light onto an object at the front of the room. Ask students where their attention is drawn. Turn on the classroom lights, and ask students again where their attention is drawn. Explain that the contrast between light and dark helps draw attention to a focal point and can also create tension or emotion.
4. Introduce the vocabulary term *focal point* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

Make a connection between *focal point* and *focus* to help students understand the meaning of *focal point*.

5. Display *The Gross Clinic*. Instruct students to look closely at the painting for at least 30 seconds, silently holding their observations and comments. Ask these questions:

What is the focal point of the painting?

How does the artist's use of light help focus your attention?

Differentiation Support

To help students identify the focal point and determine the effect of light, ask these questions:

- Which area draws your eye, the lightest or darkest?
- What shape does the lightest area create?

Key Ideas

- The focal point is the man standing with white hair.
- The lightest area makes the group of men in the foreground stand out.
- The darkest area makes the figures in the background less noticeable because they are not as distinct.

6. Introduce the vocabulary term *chiaroscuro* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that in Italian, *chiaro* means “light,” and *scuro* means “dark,” so the word literally means “light-dark.”

Definition

focal point: in a work of art, the area that the artist draws your attention to

Definition

chiaroscuro (n.): an Italian word meaning “light-dark” that describes when bright light and deep dark come together in a work of art to show objects and their volumes

7. Ask this question:



What do you notice about the lightest and darkest areas of the painting?

Key Ideas

- **lightest area:** in center of foreground; group of men performing an operation, one man stands looking away, a seated woman hides her face
- **darkest area:** in background at top; men mostly seated in rows looking down at the operation

8. Explain that just as authors choose words to create emotion and atmosphere in written texts, artists make choices that convey particular moods in their works of art.

9. Instruct students to Think–Pair–Share to answer this question:



What are some emotions or feelings that artists explore in their work?

Key Ideas

- happiness, joy, contentedness
- sadness, fear, discomfort
- anger, grumpiness
- seriousness, determination, solemnity

Respond | Identify a Mood in *The Gross Clinic* | 13 minutes

1. Instruct students to look closely at the painting for at least 30 seconds, silently holding their observations and comments, focusing on the light and dark areas and considering the mood, or emotions, they communicate.

2.  **Introduce the learning task.** Direct students to their journals, and instruct them to write a response to this prompt:

 **Describe the mood Eakins creates in *The Gross Clinic*. Use the terms *chiaroscuro*, *foreground*, and *background* in your response.**

Analyze Student Progress

Monitor: Do students describe an emotion associated with the painting?

Offer Immediate Support: If students need additional support identifying a mood, provide these sentence frames: The light area is in the _____. The dark area is in the _____. The chiaroscuro creates a feeling of _____.

Plan Future Practice: Students practice examining a specific aspect of a work of art in module 2.

3. Lead students in a Whip Around to respond to this prompt:

 **Share one word to describe the mood the chiaroscuro creates in the painting.**

Key Ideas

- scary
- serious
- determined

4. Tell students that in the next lesson they will learn more about the history of this painting and the man featured in it.

Differentiation Challenge

To deepen student understanding of the choices artists make, ask this question: How could you change the light and dark areas of the painting to create a different mood?

Write | Revise Introductory and Concluding Paragraphs | 20 minutes

1. Remind students that in previous lessons they drafted their introductory and concluding paragraphs. Now, they will review and revise them. Ask this question:

 **Why is it important to revise your paragraphs?**

Key Ideas

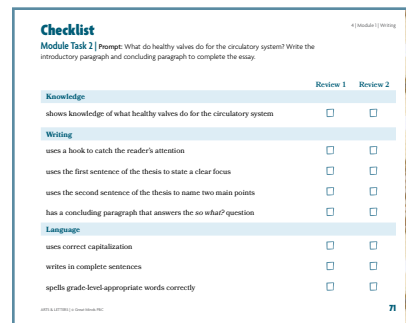
- to make sure they answer the question in the prompt
 - to make sure they are complete and contain the required sentences
 - to make sure they are correct (e.g., spelling, punctuation, grammar)
2. Explain that a checklist helps writers revise, and students will use one for this task just as they did for Module Task 1. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book.
 3. Tell students that they will use the entire checklist to revise their paragraphs, but first the class will discuss two criteria. Direct attention to the Writing section, and read aloud these two criteria: “uses a hook to catch the reader’s attention” and “has a concluding paragraph that answers the *so what?* question.”
 4. Instruct students to Think–Pair–Share to answer these questions:

 **What are two ways you can write a hook?**

 **What does a *so what?* sentence do?**

Reinforce the correct responses:

- **hook**—ask a question or share an interesting fact
- ***so what?***—explains why an essay’s topic is important



Checklist
Module Task 2 | *Pumpkin*: What do healthy valves do for the circulatory system? Write the introductory paragraph and concluding paragraph to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of what healthy valves do for the circulatory system	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear focus	☐	☐
uses the second sentence of the thesis to name two main points	☐	☐
has a concluding paragraph that answers the <i>so what?</i> question	☐	☐
Language		
uses correct capitalization	☐	☐
writes in complete sentences	☐	☐
spells grade-level-appropriate words correctly	☐	☐

ARTS & LETTERS | © Great Minds PBC

5. Direct students to Module Task 2, located in the *Learn* book. Tell students to exchange their paragraphs with a partner, review their partner's paragraphs by using the checklist, and provide feedback.

Teacher Note

Students may complete the Checklist for Module Task 2 on paper or on the digital platform. Using the platform gives students experience leveraging digital feedback tools.

6.  **Introduce the learning task.** Instruct students to revise their introductory and concluding paragraphs for Module Task 2, using the checklist and peer feedback.

Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about chiaroscuro?
- What did you learn from *The Gross Clinic*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

M.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.b, CP.4.4.B, CP.4.4.B.c, CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B, BU.3.4.F

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.7.4 Capitalization

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 20

Essential Question | What does having a great heart mean?

Content Framing Question | **Distill:** What is a central idea in this work of art?

OVERVIEW

Preview

In this Distill lesson, students prepare for a discussion by examining biographical information about Dr. Gross, the subject of *The Gross Clinic*, and analyzing what the painting conveys about him. Students make connections between the artistic elements in the painting and the personal qualities of Dr. Gross to determine a central idea in the work of art. During writing instruction, students review how illustrations help readers understand complex information. Students create their own drawing to support an idea from an informative essay.

Learning Goals

Determine what *The Gross Clinic* communicates about Dr. Gross.

 **LEARNING TASK:** During a class discussion, share what the painting conveys about Dr. Gross.

Use a drawing to support an informative essay.

 **LEARNING TASK:** Create a drawing to support complex information in an informative essay.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Prepare for a Discussion
- **Observe:** Discuss a Central Idea in *The Gross Clinic*
- **Write:** Create a Drawing

LAND

Reflect on Learning

Materials

TEACHER

- *The Gross Clinic* (digital platform)
- “Dr. Samuel Gross” (digital platform)

STUDENTS

- *The Circulatory Story*
- journal
- Talking Tool (*Learn* book)
- Module Task 2 (*Learn* book, Writing)
- construction paper
- art utensils

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Stopping by Woods on a Snowy Evening” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Gross Clinic*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this work of art?
3. Tell students that they will learn more about the background and historical significance of the painting. They will then consider how the artist conveyed important ideas about the man featured in the painting.

LEARN 53 minutes

Observe | Prepare for a Discussion | 15 minutes

1. Direct attention to *The Gross Clinic*. Remind students that this painting was created in 1875 by American painter Thomas Eakins. Explain that Eakins was a realist painter, or a painter who paints detailed scenes from everyday life. The painting measures 8 feet by 6.5 feet. Show students how big this would be by tracing an imaginary frame on the wall. Explain that the figures in the painting are almost life-size, which makes the painting look real and the viewer feel like they are in the lecture hall with Dr. Gross.
2. Tell students that Dr. Gross was a famous surgeon who performed surgery in front of students to teach them operations. Students will watch a video to learn more about Dr. Gross and some of the first surgeries. Play “Dr. Samuel Gross.”

3. Tell students that they will follow the instructional routine Jot–Pair–Share to respond to two questions. Explain that this routine has three parts. First, students jot in their journals a short answer to each question. Next, they share their responses with a partner. Finally, you facilitate a brief discussion with the whole class. Tell students that they will always jot their response in their journals. Instruct students to Jot–Pair–Share to answer these questions:



What did you learn about Dr. Gross from the video? What adjectives would you use to describe him?

Language Support

As needed, play the video a second time for students after asking the question or remind students to look at the Gallery for “Dr. Samuel Gross,” located in the *Learn* book.

Key Ideas

- Dr. Gross believed the body could heal itself.
- Dr. Gross performed one of the first surgeries to heal, rather than amputate, a diseased limb.
- Dr. Gross performed surgeries in lecture halls in front of medical students.
- **adjectives:** brave, confident, smart, committed

4. Instruct students to write a short response to this question:



What artistic choices did Eakins make to convey Dr. Gross's character to viewers of the painting?

Differentiation Support

- What do the figures in the foreground or background tell you about Dr. Gross?
- How is the figure of Dr. Gross posed in the painting, and what does that tell you about him?
- What does the mood of the painting tell you about Dr. Gross?

Key Ideas

- In the foreground, Dr. Gross appears to be very tall, and his body is bigger than those of the other people in the painting. This artistic choice conveys that Dr. Gross is heroic and courageous.
- In the background, there are many people watching the surgery. This artistic choice conveys that Dr. Gross is smart and respected.
- Dr. Gross is standing tall, while another person shrinks back and turns their head away. This artistic choice conveys the idea of Dr. Gross having courage and confidence.
- The mood is dark and serious. This artistic choice conveys the importance of Dr. Gross and his work.

Observe | Discuss a Central Idea in *The Gross Clinic* | 18 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Listen closely to identify a speaker's points and evidence.
2. Explain to students that it is important to listen carefully to the speaker to identify the specific point they are trying to make and the evidence they are using to support their point. Direct students to the Listen Closely row of the Talking Tool, located in the *Learn* book. Explain to students that they can use these sentence frames to ask the speaker to provide more information about their ideas on a topic.
3. Instruct students to read aloud the sentence frames with a partner and put a star next to one sentence frame they will try during the discussion.
4. Display and Choral Read the discussion questions: What does the *The Gross Clinic* convey about Dr. Gross? How?
5. Display *The Gross Clinic*. Instruct students to silently review the artistic choices Eakins made in portraying Dr. Gross and to think of one characteristic the painting communicates about Dr. Gross.

Talking Tool

Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea?

How does your idea relate to _____?

Share What You Think

I think _____ because _____.

First _____, then _____, Finally _____.

I agree and I will add that _____.

I disagree because _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.

Support What You Say

In the text, _____.

For example, _____.

One reason is _____. Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.

6.  **Introduce the learning task.** Explain that students will now engage in a discussion to share what the painting tells about the personal qualities of Dr. Gross. Encourage students to use art elements in their discussion (e.g., *foreground, background, focal point, chiaroscuro*). Remind students to listen carefully to each speaker and use the sentence frame they selected from the Talking Tool to get more information from the speakers. Begin the discussion by asking these questions:

 **What does *The Gross Clinic* convey about Dr. Gross? How?**

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward the goal.

Analyze Student Progress

Monitor: Do students share evidence from the painting to support a central idea about Dr. Gross?

Offer Immediate Support: If students need additional support determining a central idea, direct attention to the figure of Dr. Gross, and ask these questions: How is Dr. Gross different from the other figures in the painting? How is Dr. Gross posed in the painting?

Plan Future Practice: Students practice determining central ideas in module 2.

7. At the end of the discussion, reinforce key ideas.

Key Ideas

- Dr. Gross is courageous. In the painting, he is standing in a confident pose. He looks like he is addressing the students.
- Dr. Gross is courageous. In the background of the painting, there is a woman who is looking away and covering her eyes. This shows that Dr. Gross is doing something that scares other people, which makes him look brave.
- Dr. Gross is respected and strong. Dr. Gross is the most prominent figure in and the focal point of the painting.
- Dr. Gross cares about his work. Dr. Gross has a serious look on his face. He looks like he is concentrating.

8. Instruct students to write a central idea about *The Gross Clinic* in their journals.

Write | Create a Drawing | 20 minutes

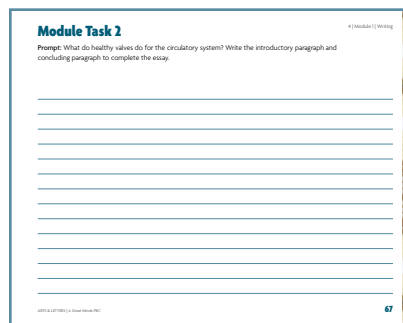
1. Direct students to *The Circulatory Story*. Instruct them to review the illustrations and Think–Pair–Share to answer these questions:



In your opinion, which illustration in *The Circulatory Story* best supports your understanding of the circulatory system? Why?

2. Emphasize that the illustrations in *The Circulatory Story* help the reader understand complex information by allowing them to see what the words in the text describe. Remind students that in *The Circulatory Story* the illustrator uses words, arrows, and thought and speech bubbles.

3. Direct students to their completed Module Task 2, located in the *Learn* book. Explain that they will create a drawing to support understanding of one idea in their Module Task 2 essay.
4. Instruct students to review their Module Task 2 essay and annotate for a complex idea that could be understood through a drawing. Tell students to brainstorm ideas for their drawings in their journals.
5. Instruct students to discuss their brainstorm list with a partner.
6.  **Introduce the learning task.** Distribute construction paper and art utensils. Instruct students to create a drawing with a caption to support a complex idea in their Module Task 2 essay. Remind students that their drawings can include elements such as words, arrows, and thought or speech bubbles to support their ideas.



Teacher Note

Student drawings will be displayed in the next lesson.

Analyze Student Progress

Monitor: Do students create a drawing based on one of the proof paragraphs, using words, arrows, or thought and speech bubbles to help a reader understand valves?

Offer Immediate Support: If students need additional support illustrating a complex idea, instruct them to review the illustrations on pages 12–13, 22, and 28, focusing on the images, text, arrows, and thought and speech bubbles.

Plan Future Practice: Students examine illustrations in a text in module 2.

7. Instruct students to title their drawing and add an explanation of how their drawing supports a complex idea from the essay.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Dr. Gross?
- What did you learn from *The Gross Clinic*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.9.4 Media: MM.9.4.B

MM.10.4 Argument: MM.10.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C.b, MM.12.4.C.c

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.F, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.f

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 21

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How does this work of art build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning about Dr. Gross and *The Gross Clinic*. Students review conjunctions and practice sentence expansion while recording new knowledge. During writing instruction, students review their drawing and prepare an illustrator statement to explain how their drawing supports understanding of an informative essay. Students participate in a Gallery Walk to examine the work of their peers.

P A Prologue to lesson 21 is available for students who need additional support.

Learning Goals

Reflect on the knowledge gained from studying *The Gross Clinic*.

LEARNING TASK: Write two knowledge statements about *The Gross Clinic* using coordinating conjunctions.

Use an illustrator statement to describe a drawing and explain its support of complex information.

LEARNING TASK: Write an illustrator statement that includes an explanation of how a drawing supports understanding of complex information.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Write an Illustrator Statement

LAND

Synthesize Learning

Materials

TEACHER

- *The Gross Clinic* (digital platform)
- Quotations from Dr. Samuel Gross Chart (Reference Charts appendix)

STUDENTS

- Sentence Strategies for Module 1 (*Learn* book, Writing)
- World Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Determine how to display students' work for the Gallery Walk. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for "Stopping by Woods on a Snowy Evening" (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Gross Clinic*.
2. Display and Choral Read the Content Framing Question: How does this work of art build our knowledge?
3. Tell students that they will review and write about the knowledge they built while studying *The Gross Clinic*.

LEARN 53 minutes

Read | Review Knowledge | 18 minutes

1. Display the Quotations from Dr. Samuel Gross Chart.
2. Instruct students to read aloud the quotations with a partner and select a quote that inspires or interests them.

Language Support

Based on your students' needs, define select words with a synonym (e.g., *office*, *solemn*, *utter*) before students read with a partner.

3. Instruct students to Jot–Pair–Share to answer these questions:



What does the quote mean?



What do we learn about Dr. Gross from the quote?

Quotations from Dr. Samuel Gross

Quote 1

"I never enter the lecture-room without a deep sense of the responsibility of my office—without a sense that I have a solemn duty to perform—and that upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands, of human beings."

Quote 2

"There is something awfully solemn in a profession that deals with life and death; and I desire ... to impress upon your minds its sacred and responsible character."

Key Ideas

- **Quote 1:** Dr. Gross takes his role seriously. He recognizes that the decisions he makes and the words he says will influence the lives of many people, for many years. We learn that Dr. Gross is empathetic and cares about people.
- **Quote 2:** Dr. Gross believes that his profession is an important one. The decisions he makes can result in a person living or dying.

4. Instruct students to Think–Pair–Share to answer this question:**What connections can you make between the painting and Dr. Gross's words?****Key Ideas**

- In the painting, Dr. Gross has a very serious look on his face. His words show that he is serious because he knows that people depend on him.
- In the painting, the people in the background view the surgery with serious concentration. Dr. Gross's words emphasize the importance of his work.
- In the painting, Dr. Gross appears responsible as he leads the surgery and teaches his students. His words show that he takes his responsibility seriously.

5. Direct attention to the World Knowledge Chart, and instruct students to silently read the knowledge statements. Ask this question:**What have we learned from studying *The Gross Clinic*?****Teacher Note**

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart from lesson 17, located in the *Learn* book.

Differentiation Support

- What did we learn about artistic elements?
- What did we learn about the first surgeries?
- What did we learn about Dr. Gross?

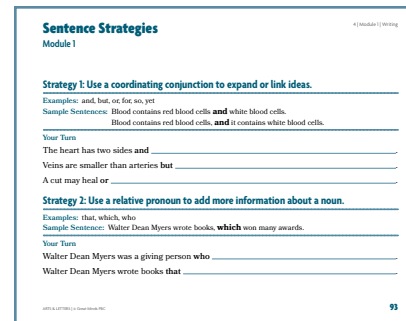
Key Ideas

- Artists use light to draw your eye to a focal point.
- Artists use the background and foreground to communicate ideas in a work of art.
- Surgeries were performed in a lecture hall in front of medical students.
- Dr. Gross was courageous, confident, and intelligent.
- Dr. Gross cared about his patients.

6. Add a few responses to the World Knowledge Chart.

Respond | Express Knowledge | 15 minutes

1. Direct attention to the World Knowledge Chart, and tell students that they will practice developing knowledge statements using coordinating conjunctions.
2. Display the Sentence Strategies for Module 1, and direct students to the page in their *Learn* book.
3. Direct attention to Strategy 1, and remind students that in a previous lesson they looked at the coordinating conjunctions *and*, *but*, and *or*. Instruct students to review the definition of *coordinating conjunction* and read in a whisper the sentences they wrote using *and*, *but*, and *or*. Explain that in this lesson they will practice using the conjunctions *for*, *yet*, and *so*.
4. Explain to students the purpose of each coordinating conjunction:
 - *for*—purpose (shows the “why” of something)
 - *yet*—contrasting (different ideas)
 - *so*—effect (and for this reason, therefore)



5. Display and read aloud the sentence frames:

- Dr. Gross was very serious about his surgeries, for _____.
- Dr. Gross was proud of his role as a surgeon, yet _____.
- Dr. Gross believed people could learn from his surgeries, so _____.

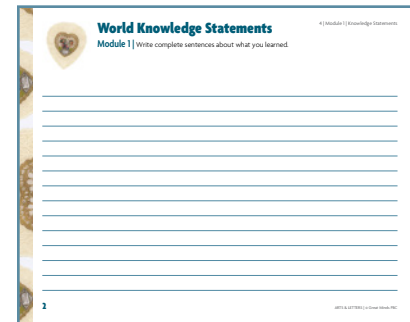
6. Instruct students to work with a partner to orally develop each sentence.

7. Remind students to add a comma before any coordinating conjunction that creates a compound sentence. Explain that if a comma is not added before a coordinating conjunction in a compound sentence, the sentence is called a run-on.

8.  **Introduce the learning task.** Direct attention to the World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to select two knowledge statements from the World Knowledge Chart and expand them using the conjunctions *for*, *yet*, or *so*.

Teacher Note

Though the learning task focuses on students' understanding of the content, the task also provides students an opportunity to practice their oral language skills. Students practice combining sentences with conjunctions during the Know lessons in this module.



Analyze Student Progress

Monitor: Do students expand at least two knowledge statements using conjunctions?

Offer Immediate Support: If students need additional support expanding a knowledge statement, select two knowledge statements and create sentence frames with coordinating conjunctions that students can complete.

Plan Future Practice: Students practice forming knowledge statements in lesson 25.

Write | Write an Illustrator Statement | 20 minutes

1. Direct students to the drawing they completed in the previous lesson. Explain to students that they will write an illustrator statement to accompany their drawing. Tell students that an illustrator statement is a short piece of writing that helps a viewer understand the illustrator's artistic work. In an illustrator statement, the illustrator gives the viewer more information, including who they are as an illustrator, the materials used in the work, and an explanation of the purpose of the work.
2. Instruct students to share their drawing with a partner. Tell them to orally describe the drawing and explain its purpose.
3.  **Introduce the learning task.** Instruct students to write an illustrator statement describing their drawing and explaining how it helps the reader understand complex information. Provide students with the following sentence frames:

The title of my drawing is _____. This drawing was created with/by _____. In my drawing, I drew _____. My drawing helps the reader understand complex ideas in my essay by _____.

Teacher Note

Students need to write these statements on a separate piece of paper, as they will be hung next to the drawings for display. Consider giving students a large index card on which to write illustrator statements.

Analyze Student Progress

Monitor: Do students explain how their drawing supports understanding of healthy valves?

Offer Immediate Support: If students need additional support explaining their drawing, ask them to orally explain the parts of their drawing and how it supports the information in their Module Task 2 essay.

Plan Future Practice: Students examine illustrations in a text in module 2.

4. Tell students that they will follow the instructional routine Gallery Walk to share their drawings with their peers. Explain how this routine works. First, you assign each student a starting point. Then, students silently observe a drawing and illustrator statement. Then on your cue, students move to the next drawing and statement.

Teacher Note

Depending on the needs of your class, you may allow students to move and respond at their own pace rather than cueing them.

5. Begin the Gallery Walk by assigning starting points.
6. Close the Gallery Walk by inviting a few students to share their observations.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



What does having a great heart mean?

2. Use responses to reinforce these Knowledge Threads:
 - Authors use literal and figurative language to explain complex emotions frequently associated with the heart.
 - A person with a figurative great heart exhibits empathy, generosity, and courage.
 - Authors and artists depict what it means to have a literal or figurative great heart.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Dr. Gross?
- What did you learn about how artists use artistic elements to convey ideas?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.f

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.7.4 Capitalization

DF.8.4 Punctuation: DF.8.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 22

Essential Question | What does having a great heart mean?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read “The Legacy of Walter Dean Myers” and share what they notice and wonder. During writing instruction, students examine relative pronouns and practice writing sentences using relative pronouns. This work prepares students for Module Task 3, in which they use relative pronouns in their writing.

Learning Goals

Notice and wonder about “The Legacy of Walter Dean Myers.”

LEARNING TASK: Write at least two things you notice about “The Legacy of Walter Dean Myers” and at least two related questions.

Use relative pronouns to express ideas clearly.

LEARNING TASK: Write two sentences about Walter Dean Myers and his work, using relative pronouns.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “The Legacy of Walter Dean Myers”
- **Respond:** Notice and Wonder About the Text
- **Write:** Use Relative Pronouns

LAND

Reflect on Learning

Materials

TEACHER

- “The Legacy of Walter Dean Myers” (digital platform)
- class Notice and Wonder Chart for “The Legacy of Walter Dean Myers”
- class Sentence Strategies for Module 1 (*Learn* book, Writing)

STUDENTS

- “The Legacy of Walter Dean Myers” (*Learn* book)
- Notice and Wonder Chart for “The Legacy of Walter Dean Myers” (*Learn* book)
- index card
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- journal

Preparation

- Familiarize yourself with the term *relative pronoun*. See the Write section for details.

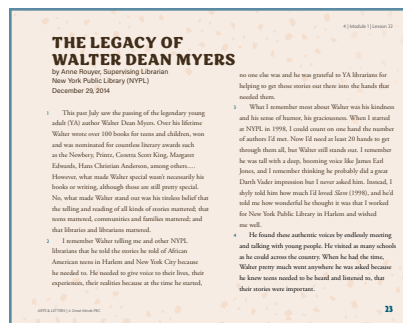
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Love That Dog* (*Learn* book, Fluency) and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “The Legacy of Walter Dean Myers.”
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce “The Legacy of Walter Dean Myers” by reading aloud the title and author. Tell students that in this lesson they will read the text and write what they notice and wonder about it.

**LEARN** 53 minutes

Read | Read “The Legacy of Walter Dean Myers” | 15 minutes

1. Direct students to “The Legacy of Walter Dean Myers,” located in the *Learn* book, and read aloud the title.
2. Ask this question:

 **Based on the title of this text, what do you notice and wonder?**
3. Display the class Notice and Wonder Chart for “The Legacy of Walter Dean Myers” and add a few student-generated observations and related questions to it.
4. Instruct students to read the full text and annotate unfamiliar words.

Language Support

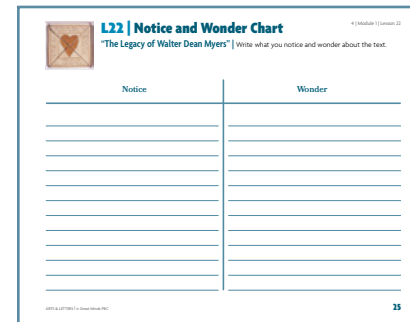
Based on your students’ needs, pause to define select words with a synonym (e.g., *experiences*, *grateful*, *realities*).

5. Instruct students to share unfamiliar words with a partner and put a star next to one word they will look up in the dictionary.

6. Instruct students to look up their starred word in the dictionary and add the definition in the margin of the text.

Respond | Notice and Wonder About the Text | 18 minutes

1. Instruct students to reread the text.
2.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for “The Legacy of Walter Dean Myers,” located in the *Learn* book. Instruct students to write at least two things they notice about the text and at least two related questions.



The chart is titled "L22 | Notice and Wonder Chart" and "The Legacy of Walter Dean Myers". It has two columns: "Notice" and "Wonder". Each column has eight horizontal lines for writing. There is a small icon of a heart in the top left corner of the chart area.

Analyze Student Progress

Monitor: Do students write at least two things they notice about “The Legacy of Walter Dean Myers” and at least two related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct attention to the first sentence of the text and ask this question: What question do you have about this sentence?

Plan Future Practice: Students practice noticing and asking questions about *Love That Dog* in lesson 26.

3. Distribute an index card to each student. Tell students that they will follow the instructional routine Give One–Get One–Move On to discuss what they noticed and their related questions about the text. Explain how this routine works. First, you pose a prompt and students jot responses on index cards. Next, students find a partner and discuss their responses. On your cue, students trade their cards with their partner and find a new partner. Then in their new pairs, students discuss the responses they received from their previous partners. This process repeats until you end the routine. Tell students that for their first practice, they will discuss their responses with three partners.

4. Pose this prompt:



Write the most interesting thing you noticed on one side of the index card and the most pressing question you have on the other side.

5. Instruct students to add additional observations and questions to their Notice and Wonder Charts.

Write | Use Relative Pronouns | 20 minutes

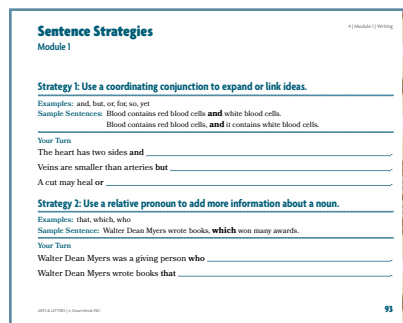
1. Display and read aloud these two sentences: Walter Dean Myers was a special person. He was kind and funny.

Tell students the word *he* is a pronoun, representing Walter Dean Myers.

2. Explain that we can combine these two sentences by using the conjunction *and*, or we can use the relative pronoun *who*, which can take the place of *he*. Display and read aloud the combined sentence: Walter Dean Myers was a special person who was kind and funny.

3. Display the class Sentence Strategies for Module 1: Strategy 2, and direct students to the page in their *Learn* book. Invite a student to read aloud the sentence strategy.

4. Explain that writers can expand a sentence by using relative pronouns, such as *that*, *which*, and *who*, to add more information about the nouns in the sentence. To determine which relative pronoun to use, students should consider what they are describing. Use *that* to add details about a person, animal, or thing. Use *which* to add details about an animal or thing. Use *who* to add details about a person.



5. Read aloud the sample sentence: Walter Dean Myers wrote books, which won many awards.

6. Underline the word *which*. Explain that the phrase “won many awards” expands the sentence by saying more about the books that Walter Dean Myers wrote. Ask this question:

 **How does the relative pronoun *which* change the sentence?**

Key Ideas

- It adds a second part of the sentence.
- It adds more details about the quality of books written by Walter Dean Myers.

7. Emphasize that writers can add more details by using the relative pronouns *that*, *which*, and *who* after a noun.

8. Direct students to the Your Turn section, and read aloud the sentence frames:

- Walter Dean Myers was a giving person who _____.
- Walter Dean Myers wrote books that _____.

9. Instruct students to work with a partner to orally expand the sentences by using relative pronouns.

Differentiation Support

Direct students to “The Legacy of Walter Dean Myers” to find information that completes the sentences.

Key Ideas

- Walter Dean Myers was a giving person who encouraged people he met.
- Walter Dean Myers wrote books that included many topics.

10. Instruct students to write the sentences they created with their partners.

- 11.  Introduce the learning task.** Direct students to their journals. Instruct students to write two sentences about Walter Dean Myers and his work, using relative pronouns and information from “The Legacy of Walter Dean Myers.”

Analyze Student Progress

Monitor: Do students’ sentences about Walter Dean Myers and his work include *that*, *which*, or *who*?

Offer Immediate Support: If students need additional support writing sentences with relative pronouns, ask students to consider who or what they are describing to determine which relative pronoun to use (e.g., when describing Walter Dean Myers, use *who*).

Plan Future Practice: Students practice using relative pronouns in lesson 25.

- 12.** If time allows, instruct students to share one of their sentences with a partner.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “The Legacy of Walter Dean Myers”?
- What did you learn about relative pronouns?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.e, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.9.4 Nouns and Pronouns: DF.9.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 23

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “The Legacy of Walter Dean Myers” and organize information about Walter Dean Myers. Students answer questions about who he was, what he did, and how he demonstrated a commitment to young adult literature and literacy. During writing instruction, students examine and practice writing sentences that contain relative adverbs. This work prepares students for Module Task 3, in which they use relative adverbs in their writing.

P A Prologue to lesson 23 is available for students who need additional support.

Learning Goals

Summarize “The Legacy of Walter Dean Myers.”

LEARNING TASK: Write a summary for “The Legacy of Walter Dean Myers.”

Use relative adverbs to express ideas clearly.

LEARNING TASK: Write sentences using relative adverbs.

Vocabulary

tribute (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Organize Details About Walter Dean Myers
- **Respond:** Summarize Important Information
- **Write:** Use Relative Adverbs

LAND

Reflect on Learning

Materials

TEACHER

- “The Legacy of Walter Dean Myers” (digital platform)

STUDENTS

- “The Legacy of Walter Dean Myers” (*Learn* book)
- Summary for “The Legacy of Walter Dean Myers” (*Learn* book)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- journal

Preparation

- Familiarize yourself with the term *relative adverb*. See the Write section for details.

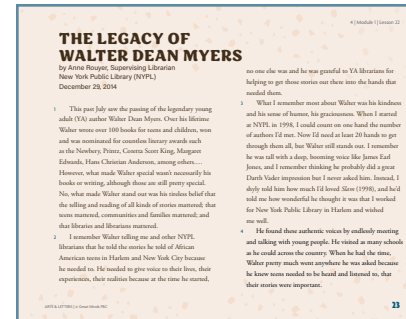
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Love That Dog* (*Learn* book, Fluency) and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “The Legacy of Walter Dean Myers.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will organize the information in the text to learn more about who Walter Dean Myers was, what he did, and how he supported young adults.



LEARN 53 minutes

Read | Organize Details About Walter Dean Myers | 18 minutes

1. Direct students to “The Legacy of Walter Dean Myers,” located in the *Learn* book. Explain that this is a blog post written by Anne Rouyer, a librarian for the New York Public Library in New York City. Rouyer wrote the blog post as a tribute five months after the passing of Walter Dean Myers.
2. Introduce the vocabulary term *tribute* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
3. Direct attention to the example in the first sentence of the last paragraph, starting with “So on behalf.” Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Definition

tribute (n.): something that you say, give, or do to show gratitude, respect, or admiration for someone

4. Display the Summary for “The Legacy of Walter Dean Myers,” and direct students to the page in their *Learn* book. Explain that this graphic organizer will help students organize information about Walter Dean Myers.

5. Instruct students to read “The Legacy of Walter Dean Myers” and annotate details that answer these questions:

- Who was Walter Dean Myers?
- What did he do?
- Why did he do it?
- How did he do it?

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *graciousness*, *legendary*, *nominated*) prior to independent reading.

6. Instruct students to discuss the questions with a partner and add responses to their summary organizers.

Language Support

To leverage students’ home languages as resources to support learning, encourage students who share the same home language to discuss questions like these together, especially in preparation for larger class discussions.

7. Listen for students to discuss key ideas.

Key Ideas

- a famous young adult author who recently passed away
- supporter of literacy, libraries, and librarians
- wrote over 100 books for teens and children
- won many awards for his writing
- believed children and teens needed to be listened to and their stories were important
- visited schools across the country to talk to students in person and hear their stories

	Summary
Who?	
What?	
Why?	
How?	

Respond | Summarize Important Information | 15 minutes

1. Explain that graphic organizers not only help readers identify main ideas, but they can also help readers summarize what they read.
2. Instruct students to review their graphic organizers and orally rehearse a summary of “The Legacy of Walter Dean Myers.”

Language Support

Provide students with the following sentence frames:

- Walter Dean Myers was a _____.
- He _____ because _____.
- According to the text, Walter Dean Myers believed _____.

Differentiation Support

To help students orally summarize the article, instruct them to state one detail from each section of the graphic organizer.

3.  **Introduce the learning task.** Direct students to the Summary section on the summary organizer. Instruct them to write a summary of “The Legacy of Walter Dean Myers.”

Analyze Student Progress

Monitor: Do student summaries include accurate, text-based responses for all elements from the summary organizer?

Offer Immediate Support: If students need additional support writing a summary, tell them to review the information found in the summary organizer, and then ask them this question: What did you learn about Walter Dean Myers?

Plan Future Practice: Students practice organizing an informational text in module 2.

4. Think aloud to summarize “The Legacy of Walter Dean Myers.” Instruct students to annotate their own summaries as they listen, noting any similarities.

5. Lead students in a Whip Around to answer this question:

 **What word would you use to describe Walter Dean Myers?**

Key Ideas

- kind
- giving
- encouraging
- funny

Differentiation Challenge

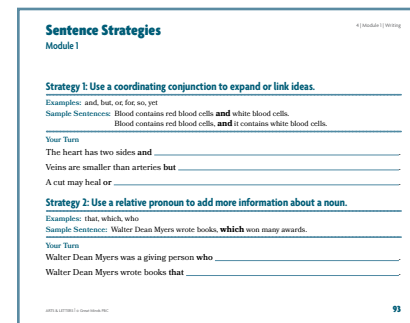
To encourage students to synthesize what they have learned, challenge them to choose five words used in the Whip Around to describe Walter Dean Myers and then rank them in order from most to least powerful.

Sample Think Aloud

On my summary organizer, I identified Walter Dean Myers as an author of many books who visited schools and spoke with students and believed that libraries were important. My summary might be: Walter Dean Myers was a famous young adult author who wrote over 100 books for teens and children. He visited schools across the country to talk to students in person because he wanted to hear their stories. According to the text, Walter Dean Myers believed that libraries and librarians were important.

Write | Use Relative Adverbs | 20 minutes

1. Explain to students that in addition to relative pronouns, another way we can expand sentences is by using relative adverbs.
2. Display the Sentence Strategies for Module 1: Strategy 3, and direct students to the page in their *Learn* book. Invite a student to read aloud the sentence strategy.
3. Explain that writers can use relative adverbs such as *when*, *where*, and *why* to expand a sentence and provide details about time, place, or reason.
4. Read aloud the first sample sentence: “Walter Dean Myers was famous in New York City, where he was a popular speaker in schools.”



5. Instruct students to circle the relative adverb in the sentence.

6. Instruct students to Think–Pair–Share in response to this question:

 **What information does the second part of this sentence give the reader?**

Reinforce the correct response: It gives the reader more information about what Walter Dean Myers did in New York City.

7. Instruct students to read the remaining sample sentences and circle the relative adverbs.

8. Instruct students to Jot–Pair–Share to answer this question:

 **What information does the second part of each sentence give the reader?**

Reinforce the correct responses: Sample sentence 2 gives the reader more information about when Walter Dean Myers wrote his books, and sample sentence 3 gives the reader more information about why he wrote so many books.

9. Direct attention to the Your Turn section, and read aloud the sentence frames:

- Walter Dean Myers was giving when _____.
- Walter Dean Myers’s kindness was the reason why _____.
- Walter Dean Myers visited schools where _____.

10. Instruct students to work with a partner to orally expand the sentences by using relative adverbs.

11.  **Introduce the learning task.** Instruct students to complete the three sentences in the Your Turn section of the page by using relative adverbs.
-

Analyze Student Progress

Monitor: Do students complete each sentence about Walter Dean Myers by appropriately responding to *when*, *why*, and *where*?

Offer Immediate Support: If students need additional support expanding the sentence frames with relative adverbs, direct them to circle the adverb and identify what kind of information they need to complete the sentence (e.g., time, place, reason).

Plan Future Practice: Students practice using relative adverbs in lesson 25.

12. Invite a few students to share sentences.

Key Ideas

- Walter Dean Myers was giving when he visited schools to talk to teens.
- Walter Dean Myers's kindness was the reason why he spent time encouraging librarians.
- Walter Dean Myers visited schools where he learned about the lives of teens.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Walter Dean Myers?
- What did you learn from “The Legacy of Walter Dean Myers”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B,

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 24

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at *legacy* reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze how the personal qualities and beliefs of Walter Dean Myers contributed to his legacy. During writing instruction, students analyze the Module Task 3 prompt and explore vocabulary to determine and clarify the meaning of the term *greathearted*. Students use this definition and the introductory paragraph to collect evidence for Module Task 3.

Learning Goals

Analyze the concept of *legacy*, using examples from “The Legacy of Walter Dean Myers.”

LEARNING TASK: Write a subtitle that expresses the concept of *legacy*, using the Legacy Chart for Walter Dean Myers.

Clarify the precise meaning of *greathearted*.

LEARNING TASK: Explain how understanding the qualities of being *greathearted* helps you understand the term.

Vocabulary

commitment (n.)
courageous (adj.)
empathetic (adj.)
generous (adj.)
greathearted (adj.)
legacy (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine *Legacy*
- **Respond:** Explain the Legacy of Walter Dean Myers
- **Write:** Examine *Greathearted*

LAND

Reflect on Learning

Materials

TEACHER

- “The Legacy of Walter Dean Myers” (digital platform)
- Module Task 3 (*Learn* book, Writing)
- Knowledge Cards: *greathearted*, *courageous*, *generous*, *empathetic*

STUDENTS

- “The Legacy of Walter Dean Myers” (*Learn* book)
- Legacy Chart for Walter Dean Myers (*Learn* book)
- Frayer Model for *courageous*, *generous*, *empathetic* (*Learn* book)
- journal

Preparation

- none

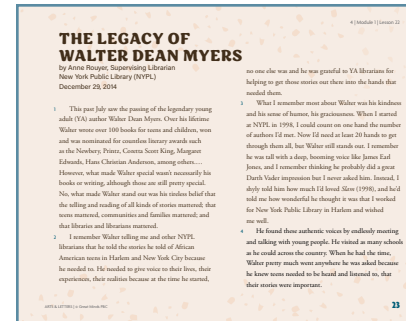
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Love That Dog* (*Learn* book, Fluency) and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “The Legacy of Walter Dean Myers.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at *legacy* reveal?
3. Remind students that this blog post was written as a tribute to Walter Dean Myers to show gratitude, respect, and admiration for his work. Tell students that they will look closer at the text to determine why Walter Dean Myers earned the respect and admiration of the author, Anne Rouyer.

**LEARN** 53 minutesRead | Examine *Legacy* | 10 minutes

1. Introduce the vocabulary term *legacy* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
2. Direct attention to the example in the seventh paragraph of “The Legacy of Walter Dean Myers.” Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Language Support

Based on your students’ needs, pause to provide a synonym for the term *authentic*.

3. Engage students in Repeated Reading of the seventh paragraph of “The Legacy of Walter Dean Myers.” Instruct students to listen for how the author describes the legacy of Walter Dean Myers.

Definition

legacy (n.): contributions a person makes to the world; memorable actions or characteristics of a person

4. Ask this question:



According to the author, what will Walter Dean Myers be remembered for?

Key Ideas

- He was committed to writing young adult literature.
- He wrote stories about real children and teens.
- He wanted to make a difference in New York City and around the country.
- He supported libraries and librarians.

5. Emphasize that Rouyer writes about Walter Dean Myers's commitment to many causes and groups. Introduce the vocabulary term *commitment* by displaying the term and definition. Engage students in Vocabulary Exploration.

6. Display the Legacy Chart for Walter Dean Myers, and direct students to the page in their *Learn* book. Tell students that they will complete the chart with evidence the author uses to support the idea that Walter Dean Myers leaves behind a legacy.

7. Instruct students to identify the four causes or groups Walter Dean Myers was committed to, according to the blog post. Tell them to add one cause or group to the top of each of the four columns on the chart.

Key Ideas

- writing young adult literature
- writing about New York City teens
- making a difference around the country
- supporting libraries and librarians

Definition

commitment (n.): the attitude of someone who works very hard to do or support something

L24 | Legacy Chart

Walter Dean Myers | At the top of each of the four columns, write a cause or group that Walter Dean Myers was committed to. In each column, add evidence from the blog post that shows his commitment to each cause or group. Then add a subtitle for the blog post.

Walter Dean Myers is remembered for being committed to:

Respond | Explain the Legacy of Walter Dean Myers | 18 minutes

1. Instruct students to reread “The Legacy of Walter Dean Myers” with a partner, annotating evidence of ways Walter Dean Myers showed his commitment to the causes and groups important to him.

Differentiation Support

To help students identify evidence of Myers’s commitment, ask these questions:

- What did Myers say to show his commitment?
 - What did Myers do to show his commitment?
2. Instruct students to add evidence to the chart from the blog post that shows Walter Dean Myers’s commitment to each cause or group. Students may use drawings, words, and phrases to complete the chart.

Key Ideas

- **writing young adult literature:** wrote over 100 books for children and teens, wrote all kinds of stories
 - **writing about New York City teens:** gave New York City teens a voice in literature, knew other authors weren’t writing about or for New York City teens
 - **making a difference around the country:** visited as many schools as he could, went anywhere he was asked to speak
 - **supporting libraries and librarians:** encouraged Anne Rouyer when she was a new librarian in a Harlem library, believed that libraries and librarians mattered
3.  **Introduce the learning task.** Direct students to the lines at the bottom of the second page of the Legacy Chart for Walter Dean Myers. Explain that a subtitle is a phrase that is sometimes used by a writer as a way of explaining a title or providing an alternate title. Instruct students to write a subtitle for “The Legacy of Walter Dean Myers” that explains his legacy.

- Instruct students to Think–Pair–Share to answer this question:

 **What does the prompt ask you to do?**

Reinforce the correct response: Explain how Walter Dean Myers is *greathearted* by writing the proof paragraphs and the concluding paragraph for an informative essay.

- Point to the term *greathearted* in the prompt, and explain that the term *greathearted* is an adjective that describes someone with a figurative great heart.
- Instruct students to Jot–Pair–Share to answer these questions:

 **What do you think the term *greathearted* means? What traits might someone who is *greathearted* have?**

- Introduce the vocabulary term *greathearted* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
- Emphasize that three adjectives define the term *greathearted*. These adjectives describe the personal qualities of a person who is *greathearted*. Tell students that they will explore these adjectives to better understand the meaning of *greathearted*.



Definition

greathearted (adj.): courageous, generous, and empathetic

- Display the Frayer Model for *courageous*, *generous*, *empathetic*. Explain that the Frayer Model has five parts. Tell students that they will first write the term they are defining in the oval in the center of the page. Next, students write the term's definition in the top-left box. Then, students add what they know about the term in the top-right Characteristics box. Finally, they add examples and nonexamples of the term in the two lower boxes.

L24 | Frayer Model
courageous, generous, empathetic | Write your assigned term in the oval. Complete the graphic organizer.

Definition	Characteristics
Examples	Nonexamples

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8. Tell students that they will work with a small group to complete a Frayer Model for one of the adjectives. Form three groups and assign each group one of the adjectives (*courageous*, *generous*, *empathetic*). Direct students to the Frayer Model for *courageous*, *generous*, *empathetic*, located in the *Learn* book. Provide each group with the Knowledge Card for their term. Instruct student groups to review their assigned term and its definition and then complete the Frayer Model for their assigned term.
9. Form new groups of three students with a representative from each of the original groups. Instruct students to share their Frayer Model and what they learned about their term.

Key Ideas

courageous

- **definition:** very brave
- **characteristics:** acts even when scared, stands up for what they believe in, tries new things
- **examples:** astronaut, police officer, soldier
- **nonexamples:** coward, close-minded person

generous

- **definition:** showing kindness and concern for others by giving or sharing valuable things
- **characteristics:** thinks of others' needs above their own, donates resources, shares
- **examples:** volunteer, parent, caregiver, friend
- **nonexamples:** selfish or greedy person, stingy person

empathetic

- **definition:** understanding and sharing another person's experiences and emotions
- **characteristics:** is a good listener, is caring, is nonjudgmental
- **examples:** parent, caregiver, friend, doctor
- **nonexamples:** judgmental person, gossip, know-it-all, bully



Definitions

courageous (adj.): very brave

generous (adj.): showing kindness and concern for others by giving or sharing valuable things

empathetic (adj.): understanding and sharing another person's experiences and emotions

10.  **Introduce the learning task.** Direct students to their journals, and instruct them to write a response to this question:

 **How does understanding the terms *courageous*, *generous*, and *empathetic* help you better understand the meaning of the term *greathearted*?**

Analyze Student Progress

Monitor: Do students clearly connect understanding of *courageous*, *generous*, and *empathetic* to a deeper meaning of *greathearted*?

Offer Immediate Support: If students need additional support understanding *courageous*, *generous*, and *empathetic*, instruct them to review the Knowledge Cards and completed Frayer Models.

Plan Future Practice: Students practice identifying the characteristics of greatheartedness in Module Task in lesson 25.

11. Invite a few students to share their responses.

Key Ideas

- I understand that someone who is greathearted is brave, giving, and understanding.
- Being greathearted means being courageous, generous, and empathetic.
- Knowing the qualities of greatheartedness helps me understand that many people can be greathearted.

12. Explain that now that students have a good understanding of *greathearted*, they will collect evidence in the next lesson about how Walter Dean Myers was greathearted.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about greatheartedness?
- What did you learn from “The Legacy of Walter Dean Myers”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.B, MM.5.4.B.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.3.4 Phonics and Spelling: DF.3.4.A

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 25

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students continue to build knowledge about Walter Dean Myers. They review relative pronouns and relative adverbs and then write knowledge statements, synthesizing their learning from “The Legacy of Walter Dean Myers.” During writing instruction, students organize evidence about how Walter Dean Myers demonstrated greatheartedness through empathy and generosity. Students collect this evidence in preparation for Module Task 3.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Reflect on knowledge gained from “The Legacy of Walter Dean Myers.”

LEARNING TASK: Write two knowledge statements about Walter Dean Myers using relative pronouns and relative adverbs.

For Module Task 3, collect evidence about how Walter Dean Myers was greathearted.

LEARNING TASK: Add relevant evidence about Walter Dean Myers’s greatheartedness to the Evidence Organizer for Module Task 3.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- “The Legacy of Walter Dean Myers” (digital platform)

STUDENTS

- “The Legacy of Walter Dean Myers” (*Learn* book)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- World Knowledge Statements for Module 1 (*Learn* book)
- Module Task 3 (*Learn* book, Writing)
- Evidence Organizer for Module Task 3 (*Learn* book, Writing)

Preparation

- none

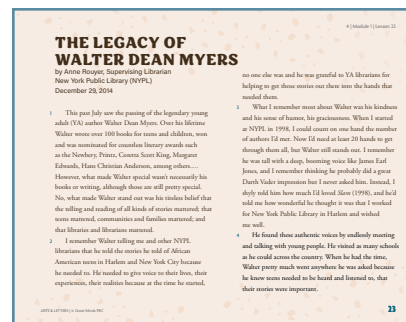
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Love That Dog* (*Learn* book, Fluency) and focus on a fluency element or retelling. Students will need a copy of the text to access fluency passages.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “The Legacy of Walter Dean Myers.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review and write about the knowledge they built while reading “The Legacy of Walter Dean Myers.”

**LEARN** 53 minutes

Read | Review Knowledge | 15 minutes

1. Direct attention to the World Knowledge Chart, and instruct students to silently read the knowledge statements. Ask this question:

 **What did we learn about Walter Dean Myers from studying “The Legacy of Walter Dean Myers”?**

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for “The Legacy of Walter Dean Myers” from lesson 22, located in the *Learn* book.

Differentiation Support

- Who was Walter Dean Myers?
- What did he accomplish?
- What did Walter Dean Myers believe?

Key Ideas

- legendary author
- wrote over 100 books
- visited schools all over the country
- believed children and teens needed to see themselves in literature

2. Add a few responses to the World Knowledge Chart.

Respond | Express Knowledge | 18 minutes

1. Display the Sentence Strategies for Module 1, and direct students to the page in their *Learn* book. Instruct students to review Sentence Strategies 2 and 3 (relative pronouns and relative adverbs) with a partner.
2. Emphasize that writers can expand sentences by using these sentence strategies.
3. Instruct students to work with a partner and take turns orally rehearsing a sentence by using one of the sentence strategies.

Sentence Strategies
Module 1

Strategy 1: Use a coordinating conjunction to expand or link ideas.
Examples: and, but, or, so, yet
Sample Sentences: Blood contains red blood cells, **and** white blood cells.
Blood contains red blood cells, **and** it contains white blood cells.

Your Turn
The heart has two sides **and** _____
Veins are smaller than arteries **but** _____
A cut may heal or _____

Strategy 2: Use a relative pronoun to add more information about a noun.
Examples: that, which, who
Sample Sentence: Walter Dean Myers wrote books, **which** won many awards.

Your Turn
Walter Dean Myers was a giving person **who** _____
Walter Dean Myers wrote books **that** _____

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4. **Introduce the learning task.** Direct students to the World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to add two knowledge statements to their charts using relative pronouns and relative adverbs.

Analyze Student Progress

Monitor: Do students write at least two knowledge statements about Walter Dean Myers that include relative pronouns or relative adverbs?

Offer Immediate Support: If students need additional support crafting knowledge statements using relative pronouns or relative adverbs, instruct them to select a statement from the World Knowledge Chart and to orally rehearse expanding the sentence with a relative pronoun or relative adverb.

Plan Future Practice: Students practice forming knowledge statements in lesson 33.

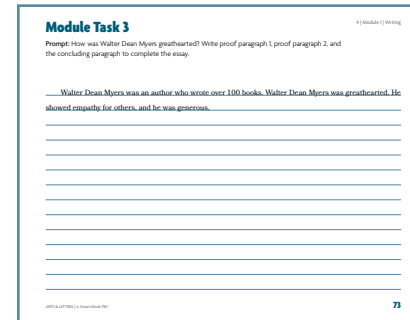
5. Invite a few students to share their knowledge statements.

Key Ideas

- Walter Dean Myers was an author who received many literary award nominations.
- Walter Dean Myers visited libraries where he spoke to young people about his work.
- Walter Dean Myers told librarians why he wrote the stories he wrote.
- Walter Dean Myers spoke with a deep voice that reminded Anne Rouyer of James Earl Jones.

Write | Collect Evidence | **20 minutes**

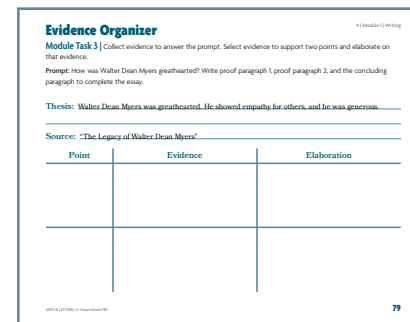
1. Display Module Task 3, and direct students to the page in their *Learn* book. Choral Read the prompt.
2. Remind students that for Module Task 3 they will write the two proof paragraphs and concluding paragraph; the task provides a completed introductory paragraph.
3. Instruct students to read the introductory paragraph and underline the thesis. Remind students that the thesis shares the focus of the essay and lists two points.
4. Ask this question:



 **What is the focus of the essay?**

Reinforce the correct response: how Walter Dean Myers demonstrates a great heart.

- 5.** Direct students to the Evidence Organizer for Module Task 3, located in the *Learn* book, and instruct students to Choral Read the thesis at the top. Ask this question:



 What evidence do you need to support the two points?

Reinforce the correct response: evidence about how Walter Dean Myers was empathetic and generous.

Language Support

As needed, review the Knowledge Cards for the terms *empathetic* and *generous*.

6. Remind students that writers must revisit the text to identify relevant evidence that helps them respond to a prompt. Emphasize that an evidence organizer helps writers collect and sort the information they find.
7. Direct students to “The Legacy of Walter Dean Myers,” located in the *Learn* book. Instruct students to read the text with a partner and identify and discuss examples of Walter Dean Myers showing empathy and generosity.
8.  **Introduce the learning task.** Direct attention to the Evidence Organizer for Module Task 3. Instruct students to independently add relevant evidence to their organizers.

Analyze Student Progress

Monitor: Do students add relevant examples that show evidence of Walter Dean Myers’s empathy and generosity?

Offer Immediate Support: If students need additional support identifying examples of empathy and generosity, instruct them to review their journal entry about the meaning of *greathearted*.

Plan Future Practice: Students practice collecting evidence for the End-of-Module Task in lesson 32.

9. Invite a few students to share their responses.

Key Ideas

- **empathetic:** listened to young people when he visited schools; wrote stories about real-life teens, many from New York City; committed to making a difference in the world
- **generous:** visited many schools and libraries even though he was busy; used his words to encourage the author of the article when she was a new librarian; remembered for being giving

LAND 5 minutes**Reflect on Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



What does having a great heart mean?

Use responses to reinforce these Knowledge Threads:

- Authors use literal and figurative language to explain complex emotions frequently associated with the heart.
- A person with a figurative great heart exhibits empathy, generosity, and courage.
- Authors and artists depict what it means to have a literal or figurative great heart.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the meaning of a figurative great heart?
- What did you learn about how a figurative great heart is depicted in texts?

ACHIEVEMENT DESCRIPTORS**Make Meaning from Texts**

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DF Develop Foundations

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 26

Essential Question | What does having a great heart mean?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read the first five pages of *Love That Dog* and share what they notice and wonder. Students write what they notice about the text and related questions. During writing instruction, students select the evidence that best describes Walter Dean Myers's empathy and generosity and elaborate on that evidence. This work prepares students for Module Task 3, in which they write proof paragraphs with evidence and elaboration.

Learning Goals

Notice and wonder about *Love That Dog*.

 **LEARNING TASK:** Write at least three things you notice about *Love That Dog* and at least three related questions.

For Module Task 3, use elaboration to develop each piece of evidence.

 **LEARNING TASK:** Write elaboration that connects evidence to point 1 and point 2 of the thesis on the Evidence Organizer for Module Task 3.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine *Love That Dog*
- **Respond:** Notice and Wonder About *Love That Dog*
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- Knowledge Cards: *empathetic, generous*
- class Evidence Organizer for Module Task 3 (*Learn book*, Writing)

STUDENTS

- *Love That Dog*
- Notice and Wonder Chart for *Love That Dog* (*Learn book*)
- journal
- Evidence Organizer for Module Task 3 (*Learn book*, Writing)

Preparation

- Selected poems that Jack reads are included at the end of *Love That Dog*. Number these pages for easy reference. Begin with the right blank page as page 87, and end with the right page that contains “Love That Boy” as page 105.
- Determine how to display the Evidence Organizer for Module Task 3 with examples inserted into the first two columns of the first row. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform their chosen poems from Fluency Practice for *Love That Dog* (*Learn book*, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *Love That Dog* by reading aloud the title and author. Tell students that in this lesson they will read a few pages of the text and write what they notice and wonder.

LEARN 53 minutes

Read | Examine *Love That Dog* | 12 minutes

1. Instruct students to explore *Love That Dog*, including the front cover, back cover, and pages of the text, and to annotate what they notice and wonder.
2. Invite a few students to share what they notice and wonder with the class.
3. Direct attention to the poems that begin on page 89. Tell students to follow along as you read aloud “The Red Wheelbarrow” on page 91.

Teacher Note

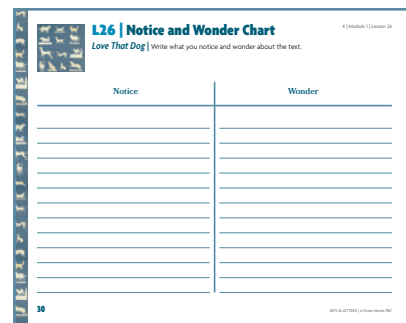
Students who participated in an *Arts & Letters* class in level 3 will be familiar with William Carlos Williams and “The Red Wheelbarrow.”

4. Facilitate a brief discussion about what students noticed and wondered about the poem.

Respond | Notice and Wonder About *Love That Dog* | 15 minutes

1. Instruct students to read pages 1–5 independently and annotate what they notice and wonder.

2.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for *Love That Dog*, located in the *Learn* book, and tell them to write at least three things they notice and three things they wonder about pages 1–5.



The chart is titled "L26 | Notice and Wonder Chart" and "Love That Dog | Write what you notice and wonder about the text." It is divided into two columns: "Notice" and "Wonder". Each column has ten horizontal lines for writing. The chart is located on page 30 of the Learn book.

Analyze Student Progress

Monitor: Do students write at least three things they notice and three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, draw attention to page 4 and prompt students to identify one thing they notice and then compose a related question.

Plan Future Practice: Students practice noticing things and asking questions about a text in module 2.

3. Form small groups, and instruct students to share what they notice and related questions. Encourage students to add to their charts new things shared within the group.
4. Tell students that in the next lesson they'll revisit pages 1–5 and read more pages to discover what is happening in *Love That Dog*.
5. Explain that the class will now notice and wonder about three more poems, two of which they have read for fluency practice and will now have the opportunity to perform. Direct attention to the first poem, "Stopping by Woods on a Snowy Evening," on page 93. Invite a student to read aloud the poem with fluency. Then direct students to their journals, and instruct them to write the title and what they notice and wonder about the poem.

6. Repeat the process above with the following poems:

- “The Tiger” (page 95)
- “dog” (page 97)

Teacher Note

Valerie Worth’s poems about a kitten and a horse are not included in *Love That Dog*. However, you may decide to add them to the list above.

Differentiation Challenge

To encourage further exploration of these poems, instruct students to compare and contrast the topic, structure, and theme of “The Tiger” and “dog.”

Write | Elaborate on Evidence | 26 minutes

1. Direct students to the Evidence Organizer for Module Task 3, located in the *Learn* book. Tell students that they will select the evidence that best shows how Walter Dean Myers was empathetic and generous, and then they’ll elaborate on that evidence.
2. Display the Knowledge Cards for *empathetic* and *generous*, and direct attention to the images to spark students’ memory. Remind students that *empathetic* means “understanding and sharing another person’s experiences and emotions,” and *generous* means “showing kindness and concern for others by giving or sharing valuable things.”

Evidence Organizer

Module Task 3 | Collect evidence to answer the prompt. Select evidence to support two points and elaborate on that evidence.

Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: Walter Dean Myers was greathearted. He showed empathy for others, and he was generous.

Source: “The Legacy of Walter Dean Myers”

Point	Evidence	Elaboration

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3. Instruct students to review the evidence in their evidence organizers. Tell them to select two pieces of evidence that best describe how Walter Dean Myers was empathetic and two pieces of evidence that best describe how he was generous.

Differentiation Support

Instruct students to annotate or highlight their chosen evidence using two different symbols or colors, one to represent each point.

4. Tell students to discuss the evidence they selected with a partner, explaining their choices.
5. Remind students that as they build knowledge of a new topic, they are doing research. Explain that an important component of research is carefully evaluating textual evidence. Ask this question:

 **Why might a writer need to evaluate textual evidence?**

Reinforce the correct response: to determine what evidence best supports their thesis.

Tell students that they will complete other steps of the research process in future lessons as they build knowledge about this topic and other topics.

6. Remind students that they elaborated on evidence during an earlier task. Prompt students to share what they remember about elaboration by asking these questions:

 **What does it mean to elaborate?**

 **How can you elaborate on evidence?**

Language Support

Remind students that *elaborate* is the verb form of *elaboration*. Direct students to the definition of *elaboration* in the Glossary for Module 1, and tell them to identify the action words in the definition (e.g., *develop*, *connect*).

Key Ideas

- **what:** provide additional information, connect evidence to a point in the thesis
- **how:** give more details about the evidence, describe the evidence, tell what the evidence shows

7. Display the class Evidence Organizer for Model Task 3 with the following information completed: “empathetic” in the Point column and “listened to young people when he visited schools” in the Evidence column. Remind students that the evidence supports the point that Walter Dean Myers was empathetic. Elaboration will connect the evidence to the point.
8. Explain that writers can ask and answer a question to develop elaboration. Ask this question:



How does this evidence show that Walter Dean Myers was empathetic?

Key Ideas

- He cared enough about young people to listen to them.
- He wanted to understand others.
- He was interested in what young people had to say.

9. Add a few student responses in the Elaboration column.
10. **Introduce the learning task.** Redirect students to their organizers, and instruct them to elaborate on their chosen evidence.

Analyze Student Progress

Monitor: Do students craft elaboration that clearly connects their evidence to Walter Dean Myers’s empathy or generosity?

Offer Immediate Support: If students need additional support elaborating on evidence, provide this sentence frame: This evidence shows _____.

Plan Future Practice: Students practice elaborating on evidence for the End-of-Module Task in lesson 37.

11. As students finish their work, instruct them to share their elaboration with a partner to confirm that it connects the evidence to supporting points 1 and 2 in the thesis.
12. Tell students that in the next lesson they’ll begin drafting their proof paragraphs.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 27

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read and examine pages 1–19 of *Love That Dog* to understand what is happening at the beginning of the book. Students organize the structure of the text by describing events that are stated directly and events that can be inferred. During writing instruction, students orally rehearse topic sentences for two proof paragraphs for Module Task 3. They then begin to draft the proof paragraphs to support a thesis about Walter Dean Myers's empathy and generosity.

P A Prologue to lesson 27 is available for students who need additional support.

Learning Goals

Identify what is happening in *Love That Dog*.

LEARNING TASK: Write short responses to tell what is happening from November 29 to December 13 in *Love That Dog*.

For Module Task 3, draft proof paragraph 1 and proof paragraph 2, using the thesis as a guide.

LEARNING TASK: For Module Task 3, begin drafting proof paragraph 1 and proof paragraph 2 about how Walter Dean Myers was greathearted.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify What Is Happening in *Love That Dog*
- **Respond:** Describe What Is Happening in *Love That Dog*
- **Write:** Draft Proof Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- What Jack Learns About Poetry Chart

STUDENTS

- *Love That Dog*
- sticky notes in two colors
- Evidence Organizer for Module Task 3 (*Learn* book, Writing)
- Module Task 3 (*Learn* book, Writing)

Preparation

- Familiarize yourself with making inferences about the text. See the Read section for details.
- Determine how students will access Module Task 3. Students continue to work with this task in subsequent lessons.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Love That Boy” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will use details in the text and clues the author provides to determine what is happening in *Love That Dog*.

LEARN 53 minutes

Read | Identify What Is Happening in *Love That Dog* | 20 minutes

1. Tell students that they are now ready to begin the story and determine what is happening in it. Instruct students to read pages 1–19 of *Love That Dog* independently.
2. Tell students that now that they have read the first 19 pages of the book, they will examine page 1 more closely to see what they understand better and begin to organize the text. Ask these questions:

 **Based on your reading of the first several pages of the book, what is happening on page 1?**

 **When and where is it happening? How do you know?**

Differentiation Support

Ask these questions:

- Who is writing?
- To whom is he writing?
- When and where does he write?
- What is he writing about?

Key Ideas

- Jack is writing in a journal.
- The date is September 13.
- Jack is in Miss Stretchberry's classroom.
- Miss Stretchberry wants Jack to write poetry.
- Jack doesn't want to because he thinks poetry is for girls.

3. Direct attention to pages 3–4, the entries for September 27 and October 4. Ask these questions:

 **What is happening on September 27?**

 **What is happening on October 4?**

Reinforce the correct responses:

- **September 27**—Jack says he doesn't understand the poem about the red wheelbarrow. He wonders if a poem is just words written in short lines.
- **October 4**—Jack shares a poem about a blue car that begins with the same two lines as "The Red Wheelbarrow." He asks Miss Stretchberry not to post it. He says he doesn't like it.

4. Point out that six days pass between the two entries. Ask this question:

 **What do you think happens between these entries?**

Differentiation Support

To help students make this inference, read aloud page 4 and ask this question: What did Miss Stretchberry encourage Jack to do before he wrote this entry?

Reinforce the correct responses:

- Miss Stretchberry asks Jack to write a poem.
- Jack decides he can write a poem.
- Jack writes a poem with short lines similar to "The Red Wheelbarrow."

5. Emphasize that students can tell what happens between entries by using clues in the text to make inferences. Explain that an inference is a conclusion based on evidence from the text.
6. Direct attention to pages 8–11, the entries for October 24 through November 6. Distribute sticky notes in two colors. Tell students to use one color to write what is happening in each entry and the other color to write inferences about what happens before and between the entry dates. Instruct students to work with a partner to read and annotate what is happening from October 24 through November 6.

Language Support

Model how to write a short response on a sticky note that describes what is happening on October 24.

7. Invite a few students to share their annotations. Reinforce the correct responses:
 - **before October 24 (inferred)**—Miss Stretchberry reads “The Tiger.” Jack likes the rhyme scheme and rhythm in the poem.
 - **October 24**—Jack writes what he thinks about “The Tiger.” Jack shares a poem about a blue car that uses rhyme and rhythm similar to “The Tiger.”
 - **October 24–October 31 (inferred)**—Miss Stretchberry asks if she can display Jack’s poems.
 - **October 31**—Jack agrees to have his poems displayed, but he does not want his name on them.
 - **October 31–November 6 (inferred)**—Miss Stretchberry types Jack’s poems. She includes *anonymous* as the author’s name. Miss Stretchberry hangs Jack’s poems on the board.
 - **November 6**—Jack writes that he likes the way the poems look on the board. Jack asks what *anonymous* means.
8. Tell students that another word for *anonymous* is *unnamed*. Ask this question:



Why does Miss Stretchberry include the word *anonymous* on Jack’s poems?

Reinforce the correct response: Jack doesn’t want his name included on his poems, and *anonymous* is used when an author doesn’t want to be known.

9. Direct attention to pages 12–14, the entries for November 9 through November 22. Instruct student pairs to continue to use one color of sticky notes to annotate what is happening in each entry and another color to annotate inferences about what is happening before and between the dates.

10. Invite a few students to share their annotations. Reinforce the correct responses:

- **before November 9 (inferred)**—Jack can’t think of a topic to write about. Miss Stretchberry suggests that Jack write about a pet.
- **November 9**—Jack shares that he doesn’t have a pet and cannot write a poem about one.
- **November 9–November 15 (inferred)**—Miss Stretchberry asks Jack if he ever had a pet.
- **November 15**—Jack shares that he used to have a pet but doesn’t want to write about it. He predicts the question that Miss Stretchberry might ask next.
- **November 15–November 22 (inferred)**—Miss Stretchberry encourages Jack to write about his pet.
- **November 22**—Jack asks if he can write about a pretend pet.

Differentiation Challenge

To extend student thinking, ask this question: How does the need to infer what happens between events affect the way you read the text?

Respond | Describe What Is Happening in *Love That Dog* | **15 minutes**

1. Instruct students to read pages 15–19, the entries for November 29 through December 13.

2.  **Introduce the learning task.** Instruct students to use one color of sticky notes to write what is happening on November 29 and December 13 and another color to write inferences about what is happening before and between the dates.

Analyze Student Progress

Monitor: Do students tell what Jack and Miss Stretchberry do on these specific days and between entries?

Offer Immediate Support: If students need additional support identifying what is happening, ask these questions: What is Jack doing each day? What is Miss Stretchberry doing between the entries?

Plan Future Practice: Students practice describing what is happening in *Love That Dog* in lesson 28.

3. Invite a few students to share their responses. Reinforce the correct responses:
- **before November 29 (inferred)**—Jack reads three poems by Valerie Worth.
 - **November 29**—Jack writes the reasons he likes the small poems. He writes about each poem. He writes about how his yellow dog was similar to the dog in the dog poem.
 - **November 29–December 4 (inferred)**—Miss Stretchberry asks to type Jack’s previous journal entry and hang it on the board.
 - **December 4**—Jack agrees to allow Miss Stretchberry to display his journal entry without his name on it. Jack asks if his journal entry is a poem.
 - **December 4–13 (inferred)**—Miss Stretchberry types and displays Jack’s journal entry with a picture of a dog beside it. She tells Jack that his journal entry is a poem.
 - **December 13**—Jack agrees that his journal entry looks like a poem. He writes that it would be better with more space between the lines. He also shares that he likes the picture of the yellow dog even though it doesn’t look like his did.

4. Tell students that in future lessons they will summarize what is happening in the text. Explain that a summary of a story includes the most important parts of a story, such as the characters, settings, and important events. Summaries should be short, focused, and in the writer's own words. Think aloud to model how to summarize the events students identified in this lesson.
5. Display the What Jack Learns About Poetry Chart. Explain that Jack is learning about poetry as he experiences it in class. Tell students that, like them, Jack has read or heard "The Red Wheelbarrow," "Stopping by Woods on a Snowy Evening," "The Tiger," and "dog." Ask this question:

 **What does Jack notice about the poems?**

During the discussion, add Jack's observations about poems and poetry to the chart.

Teacher Note

The What Jack Learns About Poetry Chart will support students as they write original poetry in lesson 30.

Key Ideas

- short lines
- sounds or beats (rhyme, rhythm)
- spaces between lines and groups of lines

6. Continue the discussion by asking students to compare what Jack notices and wonders about the poems to what they notice and wonder about the poems.

What Jack Learns About Poetry

Sample Think Aloud

Looking over the text and my sticky notes, my summary for this part of the text might be: This part of the story takes place in Miss Stretchberry's classroom from September 13 to December 13. At the beginning, Jack says he doesn't understand poetry and doesn't want to write it. Miss Stretchberry encourages him to write about a pet. Later, he begins to write poems that are similar to those he is reading with Miss Stretchberry, and he lets her display them in the classroom, but without his name.

Write | Draft Proof Paragraphs | 18 minutes

1. Display Module Task 3, and tell students that they'll soon begin drafting their proof paragraphs to explain how Walter Dean Myers was greathearted. First, however, they will orally rehearse topic sentences for each proof paragraph.

2. Direct attention to the introductory paragraph in the displayed task. Emphasize that the introductory paragraph explains that Walter Dean Myers showed his great heart by being empathetic and generous.
3. Direct students to the Evidence Organizer for Module Task 3, located in the *Learn* book. Instruct students to read the evidence and elaboration they selected and wrote in the previous lesson that best explains how Walter Dean Myers showed empathy and generosity.
4. Instruct students to work with a partner to orally rehearse topic sentences for proof paragraph 1 and proof paragraph 2. Remind students that they should begin proof paragraph 2 with a topic sentence that uses a transition word or phrase. Tell students that as they listen to their partner's rehearsal, they will provide feedback about the topic sentences. Provide these questions to guide feedback:
 - Does the first topic sentence name point 1?
 - Does the second topic sentence include a transition word or phrase?
 - Does the second topic sentence name point 2?

Evidence Organizer

Module Task 3 | Collect evidence to answer the prompt. Select evidence to support two points and elaborate on that evidence.

Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: Walter Dean Myers was greathearted. He showed empathy for others, and he was generous.

Source: "The Legacy of Walter Dean Myers"

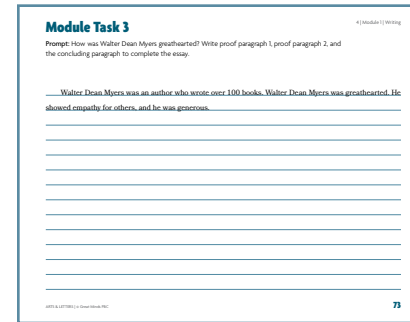
Point	Evidence	Elaboration

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Language Support

To help students include a transition word or phrase, direct them to the Transitions for Writing Chart (*Learn* book, lesson 11).

5.  **Introduce the learning task.** Direct students to Module Task 3, located in the *Learn* book. Instruct students to begin drafting proof paragraph 1 and proof paragraph 2 to support the points that Walter Dean Myers was empathetic and generous. Remind students to use the evidence and elaboration they wrote on their evidence organizer and the topic sentences they orally rehearsed.



Module Task 3

Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

..... Walter Dean Myers was an author who wrote over 100 books. Walter Dean Myers was greathearted. He showed empathy for others, and he was generous.

Teacher Notes

In this lesson, students begin Module Task 3. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Students will have time in lesson 28 to finish drafting the proof paragraphs if they do not do so in this lesson.

Analyze Student Progress

Monitor: Do students write about Walter Dean Myers's empathy in proof paragraph 1 and generosity in proof paragraph 2 while following the Painted Essay® structure?

Offer Immediate Support: If students need additional support drafting a proof paragraph, tell them to write one sentence at a time, and provide feedback after each sentence.

Plan Future Practice: Students practice writing proof paragraphs for the End-of-Module Task in lesson 37.

6. As students complete their proof paragraphs, instruct them to read their work to make sure they included evidence and elaboration to support each point.
7. Tell students that they will continue to work on Module Task 3 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about inferences?
- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 28

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read and examine pages 20–59 of *Love That Dog* to understand what is happening in the text. Students organize the structure of the text by discussing events that are stated directly and events that can be inferred and then writing a summary. During writing instruction, students review the elements of a concluding paragraph. Then they orally rehearse and complete their draft of a concluding paragraph for Module Task 3.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Summarize what is happening in *Love That Dog*.

 **LEARNING TASK:** Summarize pages 20–59 of *Love That Dog*.

For Module Task 3, draft a concluding paragraph for an informative essay.

 **LEARNING TASK:** For Module Task 3, draft a concluding paragraph about Walter Dean Myers, using the thesis as a guide.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify What Is Happening in *Love That Dog*
- **Respond:** Summarize What Is Happening in *Love That Dog*
- **Write:** Draft a Concluding Paragraph

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- What Jack Learns About Poetry Chart (lesson 27)

STUDENTS

- *Love That Dog*
- journal
- Module Task 3 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Love That Boy” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will determine what is happening in the middle of the text.

LEARN 53 minutes

Read | Identify What Is Happening in *Love That Dog* | 25 minutes

1. Explain that before students return to the story, they will read the poems that Miss Stretchberry shares with Jack and write what they notice and wonder. Direct students to their journals, and then direct attention to “The Apple” on page 103. Instruct students to write the title of the poem in their journals. Then tell students to read the poem silently and write what they notice and wonder.
2. Read aloud or invite a student to read aloud each of the following poems fluently, allowing time between readings for students to write their responses:
 - “The Pasture” (page 99)
 - “Street Music” (page 100)
 - “Love That Boy” (page 105)

3. Tell students that they will return to their responses later in the lesson. Ask this question:

 **How is the structure of this text different from the structure of other books you've read?**

Key Ideas

- journal format
- one side of a conversation between a student and teacher
- includes a series of poems in the back

4. Remind students that in the previous lesson they used sticky notes to write ideas about what was happening in the text. Ask this question:

 **How did we know what was happening between journal entries?**

Reinforce the correct response: We used clues in the text to make inferences about the characters and events.

5. Tell students that they will continue to read to determine what is happening in and between journal entries.

6. Instruct students to read pages 20–30, the entries for January 10 through February 7, and discuss with a partner what is happening on and between these dates.

Differentiation Support

Provide sticky notes in two colors, and instruct students to annotate inferences about what is happening before and between entries with one color and what is happening in the journal entries with the other color.

7. Listen for students to address key ideas in their discussions.

Key Ideas

- Jack experiences another Robert Frost poem, “The Pasture.”
- Jack thinks and writes about poems and poetry.
- Jack wonders whether the poets had teachers who encouraged them too.
- Jack writes a poem in his journal about getting his dog and titles it “You Come Too.”
- Miss Stretchberry types and displays Jack’s poem and forgets to leave enough space between the lines.

Differentiation Challenge

To deepen student thinking, direct attention to Jack’s poem “You Come Too” (pages 25–27) and ask this question: Based on Jack’s poetry, what additional inferences can you make about what happened between January 10 and January 24? Prompt students to support their responses with specific evidence from the poem.

8. Direct students to their journals, and tell them to think about their partner discussion of the events from January 10 through February 7. Instruct students to write two sentences that describe what is happening in this part of the text.
9. Invite a few students to share the sentences they wrote.

Key Ideas

- Jack continues to read and think about poems, poets, and poetry.
- Jack writes the poem “You Come Too” about his dog.

10. Tell students that they will repeat this process with two additional sections of the text. First, they will read and discuss what is happening on and between the dates. Then they will write two sentences that describe what is happening. Direct students to the following sections:

- pages 31–41, February 15–March 7
- pages 42–59, March 14–April 17

11. Invite a few students to share the sentences they wrote.

Key Ideas

- **February 15–March 7:** Jack continues to read new poetry and incorporates ideas from those poems into his poems and journal entries. Miss Stretchberry displays Jack's shape poem about his yellow dog with his name, and his classmates like it.
- **March 14–April 17:** Jack experiences the poetry of Walter Dean Myers and is inspired to write about his love for his dog Sky. Jack writes a letter inviting Walter Dean Myers to visit his classroom.

Respond | Summarize What Is Happening in *Love That Dog* | 13 minutes

- 1.** Invite students to share what they remember about writing summaries.
- 2.** Use responses to reinforce that a summary includes the most important parts of the story, such as characters, settings, and important events. Summaries should be short, focused, and in students' own words.
- 3.** Instruct student pairs to review the sentences from their journals and to orally rehearse a summary of what is happening on and between January 10 through April 17, pages 20–59.

Language Support

Refer students to the Show Sequence column on the Transitions for Writing Chart (*Learn* book, lesson 11) to help organize their summary using transitions such as *first*, *then*, and *next*.

4.  **Introduce the learning task.** Instruct students to write a summary of what is happening on and between entries from January 10 through April 17, pages 20–59. Remind students that they can refer to their notes while writing their summaries.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based descriptions of important events that occur between January and April in *Love That Dog*?

Offer Immediate Support: If students need additional support writing a summary, instruct them to read three or four entries at a time and then ask themselves these questions: What is Jack reading? What is he writing?

Plan Future Practice: Students practice summarizing what is happening in *Love That Dog* in lesson 30.

5. Invite a few students to share their responses, and use their responses to reinforce key ideas.

Key Ideas

- Jack continues to read, think, and write about poems, poets, and poetry.
- Jack writes several poems, including “You Come Too,” “My Yellow Dog,” and another poem about his dog Sky.
- Jack includes his name on his poetry that is displayed in the classroom.
- Jack is inspired by Walter Dean Myers and invites him to visit his class.

6. Display the What Jack Learns About Poetry Chart from lesson 27, and direct students to their journal responses for “The Apple,” “The Pasture,” “Street Music,” and “Love That Boy.” Tell students that, just as they did, Jack notices a lot about the poems he studies. Facilitate a brief discussion to answer this question:



 **What does Jack notice about poetry?**

During the discussion, add students' observations to the chart.

Key Ideas

- repetition
- words that make pictures (imagery, descriptive details)
- words that imitate a sound (onomatopoeia)
- shape and spacing between lines and stanzas (structure)
- humor

Write | Draft a Concluding Paragraph | **15 minutes**

1. Display Module Task 3, and direct students to the page in their *Learn* book. Tell students that they will draft their concluding paragraphs in this lesson.

Teacher Note

Allow time for students to finish drafting their proof paragraphs if they did not complete them in the previous lesson.

[illegible]

2. Before students begin drafting, ask these questions to review the parts of a concluding paragraph:



What two questions will the concluding paragraph answer? How does the concluding paragraph answer each question?

Differentiation Support

To help students name and explain the parts of a concluding paragraph, display the class Writing Model for Module 1 that includes labels for the two sentences in the concluding paragraph and is color-coded to the thesis.

Reinforce the correct responses:

- **questions:** *what?* and *so what?*
 - **answers:** by restating the thesis, by explaining why the essay's topic is important
3. Instruct students to annotate the thesis in the provided introductory paragraph of the module task. Tell students that this will prepare them to answer *what?* when they write their concluding paragraph.
4. Tell students that they will now prepare to answer *so what?* Instruct students to Think–Pair–Share to answer this question:



Why is it important to share information about how Walter Dean Myers was greathearted?

Language Support

To help students develop a *so what?* answer, provide this sentence frame: Knowing that Walter Dean Myers was greathearted is important because _____.

Key Ideas

- Knowing that Walter Dean Myers was greathearted is important because it helps people understand how he made a difference in the world.
- Knowing that Walter Dean Myers was greathearted is important because it can make people want to be greathearted too.

5. Instruct students to work with a partner to orally rehearse a concluding paragraph that includes at least two sentences: one that answers *what?* by restating the essay's thesis and another that answers *so what?* by explaining the importance of the topic.
6.  **Introduce the learning task.** Instruct students to write drafts of their concluding paragraphs for Module Task 3.

Teacher Note

Students may complete Module Task 3 on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally.

Analyze Student Progress

Monitor: Do students' concluding paragraphs effectively restate that Walter Dean Myers was empathetic and generous and explain why his greatheartedness is important?

Offer Immediate Support: If students need additional support drafting a concluding paragraph, think aloud to model *what?* and *so what?* sentences.

Plan Future Practice: Students practice writing a concluding paragraph for the End-of-Module Task in lesson 38.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about poetry?
- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.3.4 Summary: MM.3.4.A

MM.7.4 Structure: MM.7.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content

CP.4.4 Structure: CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 29

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at point of view reveal?

OVERVIEW

Preview

In this Reveal lesson, students read Jack's journal entries, analyze his words, and use inferences about Miss Stretchberry to write from her point of view. Then students determine and explain the effect of first-person point of view in *Love That Dog*. During writing instruction, students expand ideas in their proof paragraphs by using relative pronouns and adverbs. Students also use a checklist to revise the two proof paragraphs and a concluding paragraph for Module Task 3.

P A Prologue to lesson 29 is available for students who need additional support.

Learning Goals

Analyze the effect of first-person point of view in *Love That Dog*.

LEARNING TASK: Explain the effect of first-person point of view in *Love That Dog*.

For Module Task 3, revise an informative essay.

LEARNING TASK: Revise two proof paragraphs and the concluding paragraph for an informative essay, using the Checklist for Module Task 3.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Compose a Response from a Character's Point of View
- **Respond:** Analyze Point of View
- **Write:** Revise Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*

STUDENTS

- *Love That Dog*
- journal
- Checklist for Module Task 3 (*Learn* book, Writing)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- Module Task 3 (*Learn* book, Writing)

Preparation

- Familiarize yourself with point of view. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Love That Boy” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at point of view reveal?
3. Tell students that they will consider how Jack's journal entries affect their understanding of the characters in the story.

LEARN 53 minutes

Read | Compose a Response from a Character's Point of View | 25 minutes

1. Ask this question:



Which character in *Love That Dog* do you know better: Jack or Miss Stretchberry?

Reinforce the correct response: Jack.

2. Instruct students to discuss these questions with a partner:

 **Why do we know Jack best? What do we know about him?**

Key Ideas

- Jack writes journal entries.
- Jack shares his thoughts.
- Jack is the narrator.
- Jack shares details about his life as a student.
- Jack shares details about the things he cares about.

Emphasize that we know Jack better because he is the narrator, sharing the story from his point of view.

3. Explain that *point of view* refers to the point or perspective from which a story is told and includes what the narrator knows and shares with readers. Explain that a first-person narrator, such as Jack, is a character in the story, while a third-person narrator is not a character in the story.

Language Support

Explain that first-person narration includes pronouns such as *I*, *me*, and *my* as the narrator tells the story.

Third-person narration includes pronouns such as *she*, *he*, and *they*.

4. Ask this question:

 **How do you get to know Miss Stretchberry?**

Reinforce the correct response: We get to know Miss Stretchberry through Jack's journal entries. We make inferences about her character based on the things Jack writes. Remind students that an inference is a conclusion based on evidence from the text.

5. Instruct students to independently review their annotations and summaries for inferences they can make about Miss Stretchberry's character. Lead students in a Whip Around to answer this question:



What word best describes Miss Stretchberry as a teacher?

Key Ideas

- encouraging
 - supportive
 - helpful
 - caring
6. Remind students that they have inferred that Miss Stretchberry responds to Jack's journal entries. Explain that one way she might respond is by writing in his journal, but readers do not know exactly what she writes.
 7. Direct attention to pages 4–5, the entries for October 4 and October 10. Instruct students to read Jack's entries and to annotate places where Miss Stretchberry might have offered a response. Then instruct students to annotate the clue from the October 10 entry that indicates what she did write in her response.
 8. Invite a few students to share their annotations.

Key Ideas

- **responses, October 4:** questions Jack asks, poem he shares
- **clue, October 10:** "Why does so much depend upon a blue car?"

9. Instruct students to Think–Pair–Share to answer this question:

 **What might Miss Stretchberry say in response to Jack?**

Key Ideas

- I like your poem!
- I notice you started it like William Carlos Williams’s “The Red Wheelbarrow.”
- I promise I will not read it out loud.
- I promise I will not put it on the board.
- I wonder if you could write more about why so much depends upon a blue car.

Reinforce that Miss Stretchberry would use first-person narration that includes the pronoun *I* when responding to Jack. In addition, her response might include encouraging comments. Emphasize that the inferences readers make about those comments are part of what helps them understand Miss Stretchberry’s character.

10. Tell students that they will read Jack’s November 6 entry to determine how Miss Stretchberry might respond. Engage students in Repeated Reading of page 11. Instruct students to annotate the ways that Miss Stretchberry might respond to Jack’s entries.

Differentiation Support

Point out that Jack poses questions and comments on the display of his poem.

11. Instruct students to discuss this question with a partner:

 **How do you think Miss Stretchberry responds to Jack’s November 6 journal entry?**

12. Listen for students to address key ideas in their discussions.

Key Ideas

- I am glad you like the blue paper.
- I chose blue to match the car.
- I will not tell anyone who wrote them.
- *Anonymous* is another way to say unnamed.
- Sometimes an author uses *anonymous* when they do not want readers to know their name.

13. Instruct students to read pages 39–41, the entry for March 7, and to annotate places where Miss Stretchberry might have offered a response.

14. Direct students to their journals. Instruct them to write a possible response from Miss Stretchberry to Jack’s March 7 journal entry.

15. Invite a few students to share their responses.

Key Ideas

- I am proud of you for including your name on your poem.
- I am not surprised that your classmates gave you compliments.
- It can take time for poets to build confidence before sharing their poems.
- I will tell the anonymous author that you liked their poem.

Respond | Analyze Point of View | 13 minutes

1. Ask this question:



How has writing from Miss Stretchberry's point of view deepened your understanding of her and of what is happening in the story?

Key Ideas

- deeper understanding of Miss Stretchberry as a teacher
- deeper understanding of how the characters interact with one another

2.  **Introduce the learning task.** Instruct students to write a response to the following question in their journals: What is the result of *Love That Dog* telling only Jack's point of view?

Analyze Student Progress

Monitor: Do students explain that Jack's point of view gives the reader a deep understanding of Jack but also requires them to make inferences about other characters?

Offer Immediate Support: If students need additional support explaining the effect of only including Jack's point of view, ask these questions: Why did we have to write Miss Stretchberry's responses? What did we have to do to write Miss Stretchberry's responses?

Plan Future Practice: Students practice analyzing point of view in module 3.

3. Invite a few students to share their responses.

Key Ideas

- deep understanding of Jack
- helps us understand Jack's thoughts and emotions
- limits understanding of other characters
- requires making inferences to understand other points of view

- Instruct students to discuss this question with a partner:

What are some other ways to tell this story?

Write | Revise Paragraphs | 15 minutes

- Tell students that they will now complete Module Task 3, using a checklist to strengthen the drafts written in previous lessons.
- Display the Checklist for Module Task 3. Explain that students will use the entire checklist but will begin by focusing on one criterion: the use of relative pronouns and adverbs. Direct attention to the Language section and the checklist item for relative pronouns and adverbs.
- Direct students to the Sentence Strategies for Module 1, located in the *Learn* book. Then facilitate a brief discussion to review relative pronouns and relative adverbs by asking these questions:

How do relative pronouns help writers?

How do relative adverbs help writers?

Key Ideas

- relative pronouns:** provide additional details, describe a noun, tell something more about a noun
- relative adverbs:** provide additional details, explain a place, time, or reason

Sentence Strategies
Module 1

Strategy 1: Use a coordinating conjunction to expand or link ideas.
Examples: and, but, or, for, so, yet
Sample Sentences: Blood contains red blood cells **and** white blood cells.
Blood contains red blood cells, **and** it contains white blood cells.

Your Turn
The heart has two sides **and** _____
Veins are smaller than arteries **but** _____
A cat may heal **or** _____

Strategy 2: Use a relative pronoun to add more information about a noun.
Examples: that, which, who
Sample Sentences: Walter Dean Myers wrote books, **which** won many awards.
Your Turn
Walter Dean Myers was a giving person **who** _____
Walter Dean Myers wrote books **that** _____

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4. Direct students to Module Task 3, located in the *Learn* book. Instruct students to identify a sentence in which they provided more details by using the relative pronouns *that*, *which*, or *who*. Then instruct students to identify a sentence in which they provided details about a time, place, or reason by using the relative adverbs *where*, *when*, or *why*.
5. Tell students who do not have at least one relative pronoun and one relative adverb in their paragraphs to work with a partner to expand one or more sentences by adding a relative pronoun and relative adverb.

Language Support

To help students identify sentences they can expand with a relative pronoun or relative adverb, ask these questions:

- Where can you write more about Walter Dean Myers by using *who*?
- Where can you add more about a time by using *when*?
- Where can you add more about a place by using *where*?

6.  **Introduce the learning task.** Direct students to the Checklist for Module Task 3, located in the *Learn* book. Instruct students to use the remaining rows in the checklist to review and revise proof paragraphs 1 and 2 and the concluding paragraph for Module Task 3.

Analyze Student Progress

Following completion of Module Task 3, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

Module Task 3

Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

..... Walter Dean Myers was an author who wrote over 100 books. Walter Dean Myers was greathearted. He showed empathy for others, and he was generous.

Checklist

Module Task 3 | Prompt: How was Walter Dean Myers greathearted? Write proof paragraph 1, proof paragraph 2, and the concluding paragraph to complete the essay.

	Review 1	Review 2
Knowledge		
shows knowledge of how Walter Dean Myers was greathearted	☐	☐
Writing		
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐
uses evidence from "The Legacy of Walter Dean Myers" to support each point	☐	☐
uses elaboration to develop each piece of evidence	☐	☐
uses a transition word or phrase to connect ideas within proof paragraphs	☐	☐
has a concluding paragraph that answers the so what? question	☐	☐

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about point of view?
- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d, CP.4.4.C

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 30

Essential Question | What does having a great heart mean?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students listen closely to pages 60–74, read pages 75–86, and discuss what is happening at the end of *Love That Dog*. Students then write a summary of the most important events of this section of the book. During writing instruction, students consider the structure of three sets of poems from *Love That Dog*: poems written by three authors paired with those written by Jack. Students select one pair to use as a model for a poem they will write about something important to them.

Learning Goals

Identify what is happening in *Love That Dog*.

 **LEARNING TASK:** Summarize pages 60–86 of *Love That Dog*.

Use a published poem as a model to write an original poem.

 **LEARNING TASK:** Write a poem that describes something important to you, using a published poem as a guide.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify What Is Happening
- **Respond:** Summarize Important Events
- **Write:** Write a Poem

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- What Jack Learns About Poetry Chart (lesson 27)

STUDENTS

- *Love That Dog*
- journal

Preparation

- Determine how to label three areas of the room and provide directions for students to follow in the three areas. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Love That Boy” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will determine what is happening at the end of *Love That Dog*.

LEARN 53 minutes

Read | Identify What Is Happening | 23 minutes

Teacher Note

In this lesson, students read Jack's poem "My Sky." This is an emotional part of the story, as students read about Sky's death. Be aware that students may have connections to this part of the story that make it difficult for them to discuss.

1. Tell students that they will learn what happens at the end of Jack's school year. Direct students to page 60 of *Love That Dog*, and instruct them to follow along as you read aloud pages 60–65. Then ask this question:



What happens, both stated and inferred, April 20–May 2 (pages 60–65)?

Reinforce the correct responses:

- **April 20**—Jack asks Miss Stretchberry if she mailed his letter.
- **April 20–April 24 (inferred)**—Miss Stretchberry tells Jack that it could take months to get a response from Walter Dean Myers.
- **April 24**—Jack responds to the news that it could be months before he gets an answer. He describes how the letter will reach Walter Dean Myers and reasons that a response may take time.
- **April 24–April 26 (inferred)**—Jack can't stop thinking about something.
- **April 26**—Jack says some things are hard not to think about.
- **April 26–May 2 (inferred)**—Miss Stretchberry asks to display what Jack wrote on April 26.
- **May 2**—Jack agrees to let Miss Stretchberry display his writing but does not want his name on it.

2. Ask these questions:



What is Jack writing about on April 26 (page 64)?



What else might be popping into Jack's mind? What else has he written about several times before?

Reinforce the correct responses:

- **writing about on April 26**—his letter to Walter Dean Myers
- **what else**—Sky

3. Direct attention to page 66, and continue to read aloud pages 66–72.

4. Direct students to their journals, and tell them they may write or draw about their feelings in response to Jack's description in "My Sky." Invite willing students to share their reactions with the class.

Differentiation Challenge

To encourage students to explore the effects of word choice, instruct them to identify a place in Jack's poem "My Sky" (pages 68–72) where Jack "makes a picture with words" and ask these questions:

- What effect did this description have on you as a reader?
- How can description contribute to the power and beauty of a poem?

5. Ask this question:



What happens, both stated and inferred, May 7–May 14 (pages 66–72)?

Reinforce the correct responses:

- Miss Stretchberry teaches Jack to use the computer to type and use spell-check.
- Jack writes and types a poem called "My Sky" that talks about the night Sky was hit by a car.

6. Tell students that they will continue to read to determine what happens in and between journal entries. Instruct students to read the entries for May 15–June 6, pages 73–86, and discuss with a partner what is happening, stated and inferred, during this period. Listen for students to address key ideas in their discussions.

Differentiation Support

Continue to chunk smaller passages of text, and ask students questions such as these:

- What happens on this date?
- What inferences can you make about events that occurred between these dates?

Key Ideas

- Miss Stretchberry asks if she can display Jack’s “My Sky” poem. Jack says it might make others sad, but he agrees.
- Walter Dean Myers responds to Jack’s letter and plans to visit Jack’s class.
- Miss Stretchberry prepares the classroom for Walter Dean Myers’s visit by displaying student poems and poetry books.
- Walter Dean Myers visits Jack’s class, where he reads his poems and the poems by the students.
- Jack writes a letter thanking Walter Dean Myers for visiting and shares his poem “Love That Dog,” inspired by Walter Dean Myers.

Respond | Summarize Important Events | 10 minutes

1. Instruct students to Think–Pair–Share to discuss what they have learned about story summaries.

Key Ideas

- include the most important events and characters
- short
- focused
- in your own words

2.  **Introduce the learning task.** Direct students to their journals, and instruct them to write a summary of what happens between April 20 and June 6 (pages 60–86). Remind students to refer to the text to determine the most important events and information to include.

Language Support

To help students include specific details in their summaries, provide these sentence frames:

- Jack wants to learn _____.
- Jack is excited because _____.
- We can infer that _____.

Analyze Student Progress

Monitor: Do students write summaries that demonstrate understanding of important events from *Love That Dog* between April and June?

Offer Immediate Support: If students need additional support writing a summary, instruct them to orally rehearse their summary with a partner before writing.

Plan Future Practice: Students practice telling what is happening in a text in module 2.

3. Invite a few students to share their summaries.

Write | Write a Poem | 20 minutes

1. Tell students that they have been reading the poems Jack reads and writes. Now, it is their turn to write a poem.
2. Tell students that first they will decide on a topic for their poem. Explain that poets (and authors) often write about what is important to them, like Jack writes about his dog, Sky. Instruct students to Think–Pair–Share to answer this question:

 **What is something important to you or something you care about?**

3. Explain that now that students have a topic, they will consider how to write their poems. To do that, they will follow Jack's lead. Remind students that many of Jack's poems mimic the structures or use the words from poems he read in his class.
4. Direct attention to the What Jack Learns About Poetry Chart from lesson 27. Explain that the chart includes poetry elements that Walter Dean Myers and the other poets use.
5. Direct attention to the three labeled areas in the room. Explain each area refers to a poem that Jack mimics in some way: "The Red Wheelbarrow," "The Apple," and "Love That Boy."

Tell students that they will decide which of these poems they want to mimic. Then they will take their journals to that labeled area to orally rehearse and write a poem about something important to them. Instruct student to follow these directions:

- for "The Red Wheelbarrow"—Write a poem that begins with "So much depends upon ..."
(pages 4 and 91).
- for "The Apple"—Write a shape poem (pages 37 and 103).
- for "Love That Boy"—Write a poem that uses "Hey there, ..." (pages 46 and 105).

Teacher Note

Students may refer to their copies of *Love That Dog* for the three poems and Jack's similar poems, or you may display the paired poems in their designated areas.

6.  **Introduce the learning task.** Instruct students to follow the directions from the previous step to write a poem in their journals about something important to them.

Analyze Student Progress

Monitor: Do students write about something important to them, using one of the specified poems as a guide?

Offer Immediate Support: If students need additional support writing a poem, guide them in brainstorming words and phrases related to their topic. Then direct them to arrange the words and phrases in a structure similar to that of the poem they have chosen to imitate.

Plan Future Practice: Students practice expressing ideas creatively in module 2.

7. Tell students that in the next lesson they will share their poems, just as Jack shares his with his class and Walter Dean Myers.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about poetry?
- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.3.4 Summary: MM.3.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.D

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 31

Essential Question | What does having a great heart mean?

Content Framing Question | **Reveal:** What does a deeper look at inspiration reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze the poems that inspired Jack to write “My Sky.” Then students examine Jack’s relationship with his dog to explain why he writes a tribute in memory of Sky. During writing instruction, students practice fluent reading by performing a poem.

P A Prologue to lesson 31 is available for students who need additional support.

Learning Goals

Analyze a character’s inspiration in *Love That Dog*.

 **LEARNING TASK:** Explain the inspiration for Jack’s poem “My Sky.”

Perform a fluent reading of a poem.

 **LEARNING TASK:** Read aloud an original poem.

Vocabulary

inspire (v.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze a Poem for Inspiration
- **Respond:** Explain a Character's Inspiration
- **Write:** Perform a Poem

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- “An Evening of Poetry” (digital platform)

STUDENTS

- *Love That Dog*
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the poem “Love That Boy” (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at inspiration reveal?
3. Tell students that they will look closely at Jack's poem "My Sky" to better understand Jack and what inspires him.

LEARN 53 minutes

Read | Analyze a Poem for Inspiration | 22 minutes

1. Direct students to the poem "Love That Boy" on page 105 of *Love That Dog*. Read the poem aloud. Tell students that they will read Jack's poem "Love That Dog" to identify the ways that Walter Dean Myers's poem inspires Jack. Engage students in Repeated Reading of page 86, starting with the title "Love That Dog."
2. Ask this question:



In what ways is Jack's poem similar to Walter Dean Myers's?

Key Ideas

- uses Walter Dean Myers's words
 - is written about a subject the poet loves
 - uses the same structure and rhythm
3. Point out the phrase "Inspired by Walter Dean Myers" at the top of Jack's poem. Introduce the vocabulary term *inspire* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

4. Display and read aloud these word parts and their definitions:

- **in-** (prefix)—in, on, toward
- **spir** (root)—breathe

5. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Language Support

To support students' exploration of the meaning of *inspire*, make a connection between *inspire* and *respiration*, a word they encountered in *The Circulatory Story*. Explain that both words contain the root *spir*.

Definition

inspire (v.): to make a person want to do something; to give a person an idea about what to create

6. Remind students that in the previous lesson they considered how other authors also inspire Jack to write his poems. Ask this question:



What other poems and poets inspire Jack?

Key Ideas

- "The Red Wheelbarrow," William Carlos Williams
- "The Tiger," William Blake
- "The Apple," S. C. Rigg

7. Reinforce that each of these poems and poets inspires Jack. He writes poems that include these poets' words or mimic these poems' structures.

8. Tell students that they will follow the instructional routine Jigsaw to closely study something about one of the poems and share their learning with students who studied something different. Explain how this routine works. First, you assign each student to an expert group to study their assigned poem. Next, students work in their expert groups to gain a deep understanding of their assigned poem. Then, you form new groups that include at least one student from each expert group. Finally, students take turns sharing their learning about their assigned poem.

9. Begin the Jigsaw by assigning each student to an expert group to study one of these poems in relation to Jack's poem "My Sky":
- "Stopping by Woods on a Snowy Evening" (page 93)
 - "The Tiger" (page 95)
 - "dog" (page 97)
 - "The Apple" (page 103)
 - "Love That Boy" (page 105)
10. Instruct students to read their assigned poem and "My Sky" (pages 68–72) to determine where Jack mimics the assigned poem's style, structure, and language. Listen for students to address key ideas in their discussions.

Key Ideas

- **"Stopping by Woods on a Snowy Evening":** Jack uses the words "miles to go."
 - **"The Tiger":** Jack mimics the structure when he writes, "blue car blue car / splattered with mud."
 - **"dog":** Jack uses short lines with two or three words.
 - **"The Apple":** Jack repeats descriptive words such as "slob-slob-slobbering."
 - **"Love That Boy":** Jack uses the words "Hey there, son."
11. Form new groups that include at least one student from each expert group. Instruct students to take turns sharing their learning about each poem. Listen for students to share the key ideas they distilled from their expert groups.

Respond | Explain a Character's Inspiration | 14 minutes

1. Ask this question:



What is Jack thinking about when he writes the poems on pages 4, 8, 25, and 37?

Differentiation Support

To help students connect the poems about the car to Sky, ask this question: Where else does Jack talk about the blue car?

Reinforce the correct response: Sky.

2. Ask this question:



What do we learn about Jack's dog and their relationship from reading Jack's poems?

Key Ideas

- a companion
- funny
- Jack's best friend
- how Sky dies
- how much Jack loves Sky

3. 🎯 Introduce the learning task. Direct students to their journals, and instruct them to write an explanation of Jack's inspiration for "My Sky."

Analyze Student Progress

Monitor: Do students give specific examples of Jack's inspiration for writing "My Sky"?

Offer Immediate Support: If students need additional support determining Jack's inspiration, ask the following question: What emotions and experiences inspire Jack to write "My Sky"?

Plan Future Practice: Students practice demonstrating understanding of vocabulary in module 2.

4. Invite a few students to share their responses.

Write | Perform a Poem | 17 minutes

1. Direct attention to the poems that students wrote in their journals during the previous lesson. Instruct students to read the drafts of their poems and to make any desired revisions.
2. Tell students that they will perform their original poems for an audience.

Teacher Note

There may be students who, like Jack, are not comfortable sharing their own poem in front of an audience. Allow them to perform the poem that most inspired their writing.

3. Facilitate a discussion of this question:



How did knowledge of the fluency elements help your fluency performances throughout the module?

Key Ideas

- Decoding with accuracy helps readers and listeners understand the text.
 - Reading with phrasing, including following punctuation, helps add meaning.
 - Expression helps a reader share emotion.
 - Reading at an appropriate rate helps listeners follow along.
4. Explain that to prepare for their performances, students will rewatch Rita Dove performing her poem “Heart to Heart.” Play “An Evening of Poetry,” and instruct students to watch and listen closely to see whether they can identify the elements of fluency in her reading. Tell students to note any other unique features of her performance.
 5. Instruct students to Think–Pair–Share to answer these questions:



What elements of fluency are reflected in Rita Dove’s reading? How do they make the performance strong?

Key Ideas

- Rita Dove uses phrasing to emphasize parts of the poem.
- Rita Dove varies the volume of her voice to express emotion.
- Rita Dove uses hand gestures to convey emotion.
- Rita Dove pauses to make eye contact with the audience in specific places in the poem.
- Rita Dove speaks at a slower rate at times to emphasize certain parts of her poem.

6. Instruct students to read their poem to a partner, practicing fluent reading.

7.  **Introduce the learning task.** Instruct students to read their poem fluently to a small group. Remind them to apply their understanding of fluent reading to the performance.

Differentiation Support

Provide students with a typed copy of their selected poem with enlarged font and increased line spacing.

Analyze Student Progress

Monitor: Do students read with accuracy, phrasing, and expression at the speed of a normal conversation?

Offer Immediate Support: If students need additional support reading fluently, provide them with more time to rehearse reading their selected poem aloud with a partner.

Plan Future Practice: Students continue practicing reading fluently at an appropriate rate in module 2.

8. As time permits, facilitate a discussion of these questions:



What element of fluency did you perform well? Where can you improve?

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about inspiration?
- What did you learn from *Love That Dog*?
- What did you learn about poetry performances?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.A.d, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.C.c

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 32

Essential Question | What does having a great heart mean?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students prepare for a discussion by examining how Jack's ideas about poetry change throughout the text and how the characters in *Love That Dog* contribute to this change. Students make connections between the changes in Jack and a theme from the text. During writing instruction, students collect evidence from *The Circulatory Story* about what it means to have a literal great heart. Students use an evidence organizer to prepare to write an informative essay for the End-of-Module Task.

P A Prologue to lesson 32 is available for students who need additional support.

Learning Goals

Determine a theme from *Love That Dog*.

LEARNING TASK: During a class discussion, share a theme from *Love That Dog*.

For the End-of-Module Task, collect evidence to support the literal meaning of having a great heart.

LEARNING TASK: Collect evidence about the literal meaning of *great heart* on the Evidence Organizer for the End-of-Module Task.

Vocabulary

theme (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- *The Circulatory Story*
- End-of-Module Task (*Learn* book, Writing)
- class Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

STUDENTS

- *Love That Dog*
- *The Circulatory Story*
- journal
- sticky notes
- Talking Tool (*Learn* book)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform their favorite poem from *Love That Dog*.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on *Love That Dog* to determine a central idea in the text.

LEARN 53 minutes

Read | Prepare for a Discussion | 18 minutes

1. Display and Choral Read today's discussion question:
 -  **What inspires Jack's change from the beginning to the end of the text?**
2. Tell students that they will look closely at the characters and events to help them prepare to discuss this question and determine a theme for the text.
3. Introduce the vocabulary term *theme* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Instruct students to read pages 1–2 and the portion of page 85 from “Inside this envelope” to the end of the page. Direct students to their journals, and instruct them to write a short response to this question:

 **How does Jack change from the beginning of the book to the end of the book?**

Language Support

As needed, provide students with the following sentence frame: In the beginning, Jack _____, but in the end, _____.

Definition

theme (n.): a universal idea or message

5. Invite a few students to share their responses.

Key Ideas

- In the beginning, Jack does not understand the poems he is reading, but in the end, he is writing his own poems.
- In the beginning, Jack does not like poetry, but in the end, he likes it a lot.
- In the beginning, Jack does not have any confidence in his writing ability, but in the end, he shares his poetry with a famous author.
- In the beginning, Jack does not want to share about Sky, but in the end, sharing poems about Sky makes him feel happy and proud.

6. Remind students that *inspire* means “to make a person want to do something.” Tell students that now that they have identified how Jack changes, they will identify evidence from the text about who or what inspires Jack to change.

7. Distribute sticky notes. Instruct students to review the text and to write text-based responses to this question:



What inspires Jack’s change from the beginning to the end of the text?

Differentiation Support

Provide page numbers to support student collection of evidence: pages 15–16, 17, 42–45, 46–48, 53–54, 66–67, 68, 73–74, and 80–81.

Respond | Discuss a Central Idea | 16 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Support what you say with relevant textual evidence. Explain that adding textual evidence helps students make their points stronger and clearer for the listener.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

2. Direct students to the Support What You Say row on the Talking Tool, located in the *Learn* book. Explain that the sentence frames can help them discuss a topic in an organized way.
3. Instruct students to read the sentence frames with a partner and to put a star next to one sentence frame they will use during the discussion.
4. Explain that students will now engage in a discussion to share their ideas about what inspires the change in Jack from the beginning to the end of *Love That Dog*. Remind students to use the sentence frame they selected to support their points with textual evidence. Begin the discussion by asking this question:

Talking Tool

Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea?

How does your idea relate to _____?

Share What You Think

I think _____ because _____.

First, _____ Also, _____ Finally, _____.

I agree and I will add that _____.

I disagree because _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.

Support What You Say

In the text, _____.

For example, _____.

One reason is _____. Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.

What inspires Jack's change from the beginning to the end of the text?

Key Ideas

- Jack's beloved dog, Sky, inspires him.
- Poetry inspires Jack once he makes a personal connection to the poems.
- Miss Stretchberry encourages Jack, which helps him feel more confident about and proud of his writing.
- Walter Dean Myers inspires Jack by showing him that poetry is not just for girls.

Differentiation Challenge

To encourage students to evaluate ideas in the text, ask this question: In your opinion, what factor played the strongest role in inspiring Jack to change? Prompt students to support their claims with evidence from the text.

5. Explain that another way to think about the theme of a story is to consider what message about life we learn from reading the story.

Language Support

As needed, provide an example of a theme from a familiar children's story (e.g., *The Three Little Pigs*: The harder you work, the better off you will be).

6.  **Introduce the learning task.** Tell students that they will now return to their discussion about Jack and think about what life lessons readers can learn from his experiences in *Love That Dog*. Ask this question:



What is a theme of *Love That Dog*?

Analyze Student Progress

Monitor: Do students share a theme that includes a life lesson from *Love That Dog*?

Offer Immediate Support: If students need additional support determining a theme for *Love That Dog*, ask these questions: How does Miss Stretchberry help Jack? What role does Walter Dean Myers play in Jack's life? How does poetry help Jack?

Plan Future Practice: Students practice determining a central idea in module 2.

7. At the end of the discussion, reinforce key ideas.

Key Ideas

- A good teacher helps students improve by encouraging them and giving feedback.
- Poetry can help you share your feelings about something that is important to you.
- Writing poetry can help people communicate complex feelings, such as grief.
- Sharing what you write or create is courageous.
- Role models can inspire you to learn new skills and motivate you to work hard to improve.

Write | Collect Evidence | 19 minutes

1. Display the End-of-Module Task. Choral Read the prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain.

Then ask these questions:

What is the prompt asking you to do?

What evidence will you need to collect?

Reinforce the correct responses:

- **prompt**—Write an essay to explain what having a great heart means.
- **evidence**—Collect evidence of a literal great heart and a figurative great heart.

2. Ask this question:

In which text did you read about a literal heart?

Reinforce the correct response: *The Circulatory Story*. Explain that students will explore *The Circulatory Story*, looking for evidence that describes what it means to have a literal great heart.

End-of-Module Task

Prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain.

The worksheet features a series of horizontal lines for writing an essay. On the right side, there is a vertical strip with a decorative pattern. The page number '81' is visible in the bottom right corner.

3. Direct attention to page 37 of *The Circulatory Story*. Read aloud the paragraph starting with “Treating your heart,” and then ask this question:

☞ **How does the author describe a great heart in this paragraph?**

Reinforce the correct response: buff and healthy. Explain that a synonym for *buff* is *strong*. Tell students that they will look for evidence describing a strong and healthy heart.

4. Distribute sticky notes. Instruct student pairs to examine *The Circulatory Story*, placing a sticky note with the word *strong* where they find evidence about a strong heart and placing a sticky note with the word *healthy* where they find evidence about a healthy heart.
5. Display the class Evidence Organizer for the End-of-Module Task, and direct students to the page in their *Learn* book.
6. Model how to list the source for evidence in the Source column of the evidence organizer. Explain that naming a source when collecting evidence ensures a source’s creators receive credit and readers and writers can locate the source again. Tell students that in the Context column they will write “literal” to indicate that the evidence is related to a literal great heart.
7. 🎯 **Introduce the learning task.** Instruct students to review their sticky notes and write evidence of a literal great heart on their evidence organizers.

Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students choose evidence from *The Circulatory Story* that directly connects to what it means to have a strong and healthy heart?

Offer Immediate Support: If students need additional support collecting evidence of a literal great heart, direct them to pages 8–13 and 36–38 in *The Circulatory Story*.

Plan Future Practice: Students practice collecting evidence for the End-of-Module Task in lesson 33.

8. Invite a few students to share the evidence they collected, and reinforce key ideas.

Key Ideas

- A great heart is a strong muscle.
- A great heart has working valves.
- A great heart has arteries that are not blocked by plaque.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about theme?
- What did you learn from *Love That Dog*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 33

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning about a figurative great heart. Students review conjunctions, relative pronouns, and relative adverbs, and they practice sentence expansion using these strategies while recording new knowledge. During writing instruction, students collect evidence about what it means to have a figurative great heart. Students will use the evidence they gather to complete an informative essay for the End-of-Module Task.

Learning Goals

Reflect on the knowledge gained from *Love That Dog*.

 **LEARNING TASK:** Write knowledge statements describing how characters in *Love That Dog* have a great heart.

For the End-of-Module Task, collect evidence to support the figurative meaning of having a great heart.

 **LEARNING TASK:** Add evidence about individuals who have figurative great hearts to the Evidence Organizer for the End-of-Module Task.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *Love That Dog*
- “Love That Boy”(digital platform)
- “The Legacy of Walter Dean Myers” (digital platform)
- *The Gross Clinic* (digital platform)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Card: *greathearted*

STUDENTS

- “Love That Boy” (*Learn* book)
- “The Legacy of Walter Dean Myers” (*Learn* book)
- *Love That Dog*
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- World Knowledge Statements for Module 1 (*Learn* book)
- sticky notes
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform their favorite poem from *Love That Dog*.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Love That Dog*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that in this lesson they will review and write about the knowledge they built while reading.

LEARN 53 minutes

Read | Review Knowledge | 20 minutes

1. Direct attention to the Module 1 World Knowledge Chart. Instruct students to read the knowledge statements. Ask this question:



What did you learn from *Love That Dog*?

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *Love That Dog* from lesson 26, located in the *Learn* book.

Differentiation Support

- What did you learn about greathearted people?
- What did you learn about reading and writing poetry?
- What did you learn about overcoming challenges?

Key Ideas

- Generous people show great heart because they work hard to help others.
- Courageous people persevere and are determined to overcome a challenge or get better at something.
- There are greathearted people all around us.
- Everyone has to overcome challenges at some point in their life.
- People can be inspired by poets and poetry.

2. Add a few responses to the Module 1 World Knowledge Chart.

3. Direct attention to the Module 1 ELA Knowledge Chart. Instruct students to read the knowledge statements. Ask this question:

 **What did you learn about poetry from reading poems and *Love That Dog*?**

Key Ideas

- We can learn about other people's lives through the poems they write.
- Poetry can help us understand different points of view; it can also help us understand ourselves.
- Poems can have short or long lines.
- Poets can write poems in stanzas, separated by spaces.
- Poems do not always rhyme.
- Poems can have sounds or a beat, made by rhyme.

4. Add a few responses to the Module 1 ELA Knowledge Chart.

5. Direct students to the poem “Love That Boy,” located in the *Learn* book. Explain that they will now read the poem that inspired Jack’s poem “Love That Dog.” Choral Read the poem.



6. Instruct students to Think–Pair–Share in response to this question:

 **What did we learn about how poems inspire writers?**

Key Ideas

- Poetry can inspire you to share how you feel about another person.
- Poetry can inspire you to think about what is important to you.
- Poetry can inspire you to pay tribute to someone.

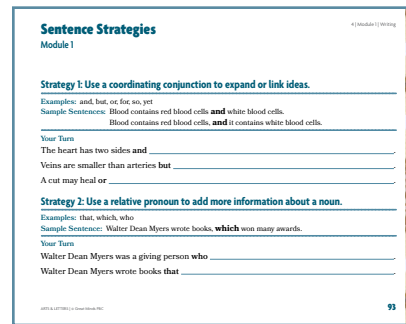
Respond | Express Knowledge | 13 minutes

1. Display the Sentence Strategies for Module 1, and direct students to the page in their *Learn* book. Instruct students to review Sentence Strategies 1–3 and the accompanying examples (conjunctions, relative pronouns, and relative adverbs).

2. Ask this question:

 **What did you learn about sentence expansion?**

3. Instruct students to orally rehearse knowledge statements, using each of the sentence expansion strategies.



Sentence Strategies
Module 1

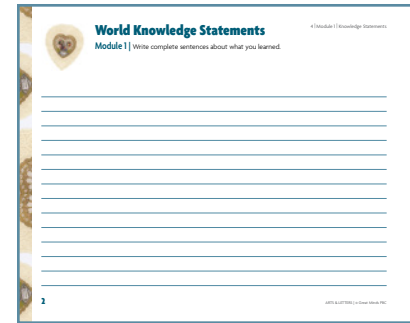
Strategy 1: Use a coordinating conjunction to expand or link ideas.
Examples: and, but, or, for, so, yet
Sample Sentence: Blood contains red blood cells **and** white blood cells.
Blood contains red blood cells, **and** it contains white blood cells.

Your Turn
The heart has two sides **and** _____
Veins are smaller than arteries **but** _____
A cut may heal or _____

Strategy 2: Use a relative pronoun to add more information about a noun.
Examples: that, which, who
Sample Sentence: Walter Dean Myers wrote books, **which** won many awards.

Your Turn
Walter Dean Myers was a giving person **who** _____
Walter Dean Myers wrote books **that** _____

4.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to add three knowledge statements to their charts, using a sentence strategy in each of their statements.



The image shows a worksheet titled "World Knowledge Statements" for "Module 1". It includes a small graphic of a heart with a brain inside. The text on the page says "Module 1 | Write complete sentences about what you learned." Below this, there are several horizontal lines for writing. The page number "1" is visible in the bottom left corner.

Analyze Student Progress

Monitor: Do students' knowledge statements include knowledge about poetry and/or what they learned from *Love That Dog* as well as a conjunction, relative pronoun, or relative adverb?

Offer Immediate Support: If students need additional support using conjunctions, relative pronouns, or relative adverbs, remind them to review the examples on Sentence Strategies for Module 1.

Plan Future Practice: Students practice forming knowledge statements in module 2.

5. Invite a few students to share their knowledge statements.

Language Support

As students share their knowledge statements, use their examples to review the functions of conjunctions, relative pronouns, and relative adverbs.

Key Ideas

- Learning a new skill can be difficult when you first start, so it is important to try hard.
- A teacher who encourages students can make a big difference.
- Poetry can help you express your feelings when you are sad.

Write | Collect Evidence | **20 minutes**

- 1. Display the End-of-Module Task.** Choral Read the prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain.
- 2. Ask this question:**



What is the prompt asking you to do?

Reinforce the correct response: Write an essay to explain what having a great heart means, including evidence of a literal great heart and a figurative great heart.

- 3. Instruct students to Think-Pair-Share to answer this question:**



What does having a figurative great heart mean?

4. Display the Knowledge Card for *greathearted*, and direct attention to the images to spark students' memory. Remind students that greathearted individuals are courageous, empathetic, and generous. Ask this question:



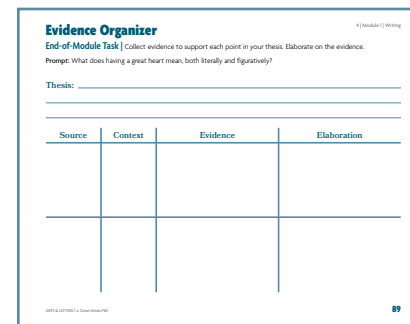
Which individuals in the texts we have read demonstrated a great heart?

Key Ideas

- Dr. Samuel Gross
- Walter Dean Myers
- Jack
- Miss Stretchberry

[illegible]

5. Distribute sticky notes. Instruct students to examine “The Legacy of Walter Dean Myers” and *Love That Dog* with a partner. Tell them to place a sticky note with the term *courageous* where they find evidence of courage, a sticky note with the term *empathetic* where they find evidence of empathy, and a sticky note with the term *generous* where they find evidence of generosity.
6. Display *The Gross Clinic*. Tell students to work with a partner to find evidence of Dr. Gross demonstrating courage, empathy, or generosity. Instruct students to record their evidence on sticky notes.
7.  **Introduce the learning task.** Display the Evidence Organizer for the End-of-Module Task, and direct students to the page in their *Learn* book. Instruct students to review their sticky notes and write evidence of individuals having a figurative great heart on their evidence organizers.



Evidence Organizer
 End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.
 Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students identify specific examples from the texts about how individuals demonstrate a figurative great heart?

Offer Immediate Support: If students need additional support identifying evidence, direct them to review the Knowledge Cards for *empathetic*, *generous*, and *courageous*.

Plan Future Practice: Students practice collecting evidence for the End-of-Module Task in lesson 34.

Key Ideas

- Dr. Gross performs an operation in front of his students.
- Walter Dean Myers listened to the stories of the teens he visited.
- Jack lets Miss Stretchberry put his name on his poems.
- Miss Stretchberry takes time to type Jack’s poem.
- Jack worries that his classmates will be sad when they read his poems.
- In *Love That Dog*, the character Walter Dean Myers writes a letter to Jack.

LAND 5 minutes

Reflect on Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:



What does having a great heart mean?

2. Use responses to reinforce these Knowledge Threads:
 - A person with a figurative great heart exhibits empathy, generosity, and courage.
 - Authors and artists depict what it means to have a literal or figurative great heart.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What did you learn about the role of teachers in learning?
- What did you learn about role models in learning to write poetry?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 34

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. During writing instruction, students collect evidence of the figurative meaning of having a great heart. Students use the evidence organizer to complete an informative essay for the End-of-Module Task.

Learning Goals

Demonstrate knowledge of what having a great heart means and apply reading comprehension skills to a new text related to the heart.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

For the End-of-Module Task, collect evidence to support the figurative meaning of having a great heart.

 **LEARNING TASK:** Add evidence about individuals who have figurative great hearts to the Evidence Organizer for the End-of-Module Task.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Write:** Collect Evidence

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- “The Legacy of Walter Dean Myers” (digital platform)
- *The Gross Clinic* (digital platform)
- *Love That Dog*

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- “The Legacy of Walter Dean Myers” (*Learn* book)
- *Love That Dog*
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question:

 **What does having a great heart mean?**

2. Tell students that in this lesson they will show and grow what they know about what it means to have a great heart by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment is made of four sections. In the first section, students demonstrate fluency by reading aloud a new text related to a great heart. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Write | Collect Evidence | 15 minutes

1. Remind students that for the End-of-Module Task, they are collecting evidence of what having a figurative great heart means. In the last lesson, they annotated the texts with sticky notes. In this lesson, they will continue to add evidence from the sticky notes to their evidence organizers.

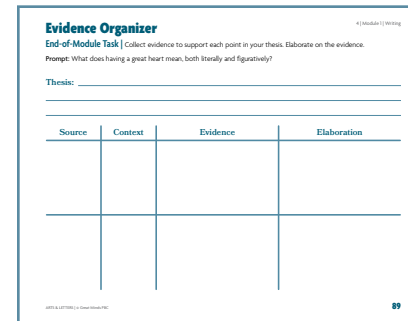
Teacher Note

If students do not need additional time to complete their evidence organizers, instruct them to read a volume of reading text.

2.  **Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct them to review their sticky notes and to write evidence of individuals having a figurative great heart on their organizers.

Teacher Note

If students choose to include evidence about Walter Dean Myers as a character from *Love That Dog*, direct them to use the following sentence frame: In *Love That Dog*, the character Walter Dean Myers _____.



Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.
Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students identify specific examples from the texts about how individuals demonstrate a figurative great heart?

Offer Immediate Support: If students need additional support identifying evidence, direct them to review the Knowledge Cards for *empathetic*, *generous*, and *courageous*.

Plan Future Practice: Students practice collecting evidence in module 3.

Key Ideas

- Dr. Gross performs an operation in front of his students.
- Walter Dean Myers listened to the stories of the teens he visited.
- Jack lets Miss Stretchberry put his name on his poems.
- Miss Stretchberry takes time to type Jack's poem.
- Jack worries that his classmates will be sad when they read his poems.
- In *Love That Dog*, the character Walter Dean Myers writes a letter to Jack.

LAND 3 minutes

Revisit the Essential Question

1. Instruct students to share with a partner one thing they learned about what having a great heart means from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about what having a great heart means during the module finale lessons.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

DM Develop Metacognition

DM.3.4 Schema Building



Lesson 35

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of what having a great heart means and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 1 terms



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- module 1 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *cor*, *cour* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: What does having a great heart mean?
2. Tell students that they will listen and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

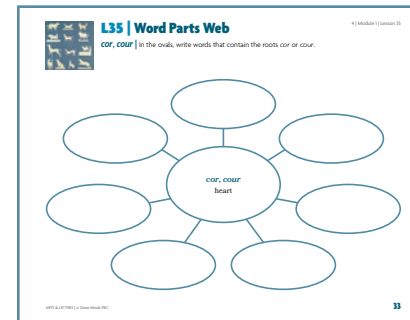
Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in module 2.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *coronary* in the Glossary for Module 1, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *cor* and *cour* mean "heart."
2. Direct students to the Word Parts Web for *cor, cour*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the roots *cor* or *cour* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.
3. Invite a few students to share their words. Students may generate words such as these: *cord*, *record*, *courage*, *encourage*, *core*, *discourage*, *cordial*. Correct any misunderstandings or misapplied affixes.
4. Choose a word students shared, and ask this question:

... **How does the root relate to the meaning of the word?**



5. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to the World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Instruct students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing module terms offers an opportunity to deepen students' understanding of the knowledge of the module. Consider which Knowledge Threads to elevate when selecting words for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to discuss what they have learned about what having a great heart means during the module finale lessons.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.5.4 Vocabulary: MM.5.4.A.d, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a

BU Build Understanding

BU.2.4 Discovery and Evidence

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.4.4 Reflection and Evaluation



Lesson 36

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students reflect on the knowledge they built throughout the module. During a Socratic seminar, students use text-based evidence to discuss which individual or character has the greatest heart. During writing instruction, students review the End-of-Module Task prompt and the evidence they have collected to write an informative essay. Then they draft a thesis for the End-of-Module Task.

Learning Goals

Synthesize knowledge about what having a great heart means.

 **LEARNING TASK:** During a Socratic seminar, share the characteristics of a person who has a figurative great heart.

For the End-of-Module Task, write a thesis that responds to the prompt.

 **LEARNING TASK:** For the End-of-Module Task, draft a thesis about what having a great heart means literally and figuratively.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Participate in a Discussion
- **Write:** Draft a Thesis

LAND

Reflect on Learning

Materials

TEACHER

- all module texts
- Knowledge Card: *greathearted*
- Talking Tool (*Learn* book)
- End-of-Module-Task (*Learn* book, Writing)

STUDENTS

- all module texts
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- journal
- Talking Tool (*Learn* book)
- End-of-Module Task (*Learn* book, Writing)

Preparation

- Prepare for the classroom activity by creating four charts. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts. Explain that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: What does having a great heart mean?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson students will discuss greatheartedness and participate in a discussion to demonstrate what they have learned about what having a great heart means.

LEARN 53 minutes

Read | Prepare for a Discussion 20 minutes

1. Introduce the term *Socratic seminar*. Explain that a Socratic seminar is a discussion in which students share their views in response to a question. During the discussion, students will use evidence from texts they have read to support their ideas. Explain that students develop knowledge during a Socratic seminar by listening closely to others' ideas and asking questions to understand and clarify one another's views.

Teacher Note

If time allows, briefly note that the name of the Socratic seminar comes from the ancient Greek philosopher Socrates. Share that Socrates loved to teach by asking his students challenging questions and discussing them together.

2. Display the Knowledge Card for *greathearted*, and direct attention to the images to spark students' memory. Remind students that greathearted individuals are courageous, empathetic, and generous.

3. Display a list of the following individuals:

- Dr. Samuel Gross
- Walter Dean Myers
- Jack
- Miss Stretchberry

4. Tell students to imagine that they will give an award to one of these individuals for being the most greathearted. Display and read aloud this question:

Who deserves the award for being the most greathearted?

5. Tell students that before they decide who deserves the award, they will participate in an activity to synthesize the evidence that the class collected about each individual. Direct attention to the charts posted in each corner of the classroom with individuals' names at the top. Assign groups to each of the four charts, and tell students to bring their Evidence Organizer for the End-of-Module Task with them. Instruct students to review their organizers and module texts for evidence about how their assigned individual displays a great heart and to add that evidence to the chart.

Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.
 Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

Teacher Note

Prepare to display *The Gross Clinic* in the specified corner of the classroom, and remind students to refer to the Gallery for “Dr. Samuel Gross,” located in the *Learn* book.

6. After a few minutes, instruct groups to rotate to the next chart. Explain that when students arrive at a new chart, they should read the previous group's entries and either add a new idea or add on to an existing idea. Repeat the process until each group has encountered all four charts.
7. Lead students in a Gallery Walk to review the completed charts.

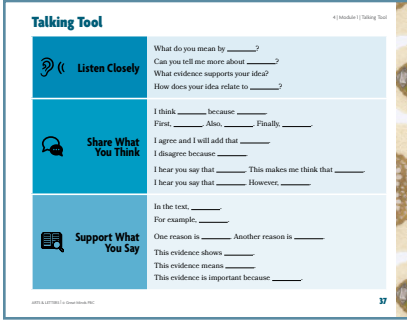
8. Close the Gallery Walk by directing students to their journals and instructing them to write a short response to these questions:

 **Who is the most greathearted individual? Why?**

Respond | Participate in a Discussion | 20 minutes

1. Reinforce that in a Socratic seminar students share their ideas about a topic and learn from one another. Remind students of the four speaking and listening goals that they have practiced during the module:
 - Speak at a rate others can understand.
 - Take turns with others when speaking.
 - Support what you say with relevant textual evidence.
 - Listen closely to identify a speaker's points and evidence.
2. Display the Talking Tool, and direct students to the page in their *Learn* book. Briefly review the sentence frames with students. Tell students to use the sentence frames as needed during the discussion. Instruct students to put a star next to one sentence frame that they will try to use during the discussion.
3.  **Introduce the learning task.** Facilitate the discussion by inviting students to share whom they chose as the most greathearted individual from module 1. Remind students to support the point they share with evidence from a module text. Begin the Socratic seminar by Choral Reading the Socratic seminar prompt:

 **Who is the most greathearted individual? Why?**



Talking Tool

Listen Closely

What do you mean by _____?

Can you tell me more about _____?

What evidence supports your idea?

How does your idea relate to _____?

Share What You Think

I think _____ because _____.

First, _____ Also, _____ Finally, _____.

I agree and I will add that _____.

I disagree because _____.

I hear you say that _____. This makes me think that _____.

I hear you say that _____. However, _____.

Support What You Say

In the text, _____.

For example, _____.

One reason is _____. Another reason is _____.

This evidence shows _____.

This evidence means _____.

This evidence is important because _____.

Teacher Note

Use these questions to extend the discussion:

- Can you explain your reasons for saying that?
- How did you come to that conclusion?
- What happens in the story that makes you say that?
- Where do you see that in the painting?

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward the goals. Focus attention on monitoring the progress of students who have not yet met the four speaking and listening goals of the module.

Language Support

Direct attention to module Knowledge Cards to help students use content vocabulary.

Analyze Student Progress

Monitor: Do students support their responses with evidence from module texts, including works of art?

Offer Immediate Support: If students need additional support explaining how the individual is greathearted, ask this question: What does the individual do that is courageous, generous, or empathetic?

Plan Future Practice: Students practice participating in class discussions in module 2.

Key Ideas

- Dr. Gross is the most greathearted because he is willing to try surgeries that have never been done before in front of an audience.
 - Walter Dean Myers is the most greathearted because he helps many people by sharing his time and kind words.
 - Jack is the most greathearted because he faces his fears by letting the class read his poems.
 - Miss Stretchberry is the most greathearted because she encourages Jack to become a better writer.
4. Bring the Socratic seminar to a close, acknowledging what students have learned about having a great heart. Explain that students will engage in Socratic seminars again at the end of each module this year.
 5. Facilitate a discussion of the following questions:
 - What did you learn from listening to your classmates?
 - After hearing the evidence your classmates shared, how did your thinking change?
 6. Instruct students to revise or add to their initial written response about the most greathearted individual based on any changes to their thinking made during the Socratic seminar.

Write | Draft a Thesis | 13 minutes

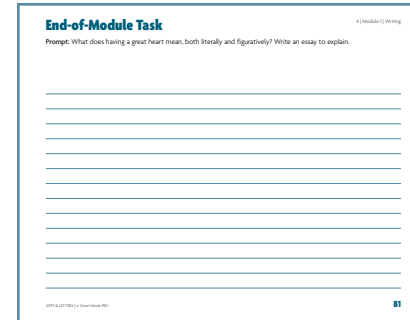
1. Tell students that the Socratic seminar helped them deepen their understanding of the qualities of a person with a great heart. Explain that over the next few lessons they will draft an informative essay to share their knowledge.

2. Tell students that they will share what they have learned about the meanings of having a great heart by completing the End-of-Module Task over the course of several lessons. Tell students that synthesizing, or combining, their ideas and textual evidence into a formal piece of writing is another part of research. Remind students that they have completed this and other steps in the research process multiple times in this and other levels.
3. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt. Ask this question:

 **What is the prompt asking you to do?**

Differentiation Challenge

Some students will be able to write advanced responses to the End-of-Module Task. For example, they may be able to include additional textual evidence or add details to their elaboration, further explaining how their evidence supports a point. See the Assessment Guide for more information, including an example of an advanced response.



The image shows a worksheet titled "End-of-Module Task" with a blue header. Below the title, it says "Prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain." The main body of the worksheet consists of approximately 15 horizontal lines for writing. On the right side, there is a vertical strip with a decorative border and some small text at the bottom.

Reinforce the correct response: to describe the qualities of a literal great heart and a figurative great heart.

4. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Remind students that when they collected evidence of a literal great heart from *The Circulatory Story*, they annotated the evidence with adjectives that describe a literal great heart. Ask this question:

 **What adjectives did we use to describe a great heart?**

Differentiation Support

Direct students to review the sticky notes in their text that include annotations of evidence of a literal great heart.

Reinforce the correct responses: strong and healthy.

5. Instruct students to review the evidence of a literal great heart and a figurative great heart on their organizers.

6. Explain that students will use the evidence they just reviewed to write a thesis. The thesis will include one sentence that identifies the main idea and another sentence that identifies two points in support of that main idea. Instruct students to orally rehearse a thesis with a partner.
7.  **Introduce the learning task.** Instruct students to draft the thesis for their informative essay and to write it at the top of the Evidence Organizer for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students draft a thesis that accurately identifies the main idea and provides two points to support that main idea?

Offer Immediate Support: If students need additional support drafting a thesis, direct them to review the introductory paragraph of the writing model, located in the *Learn* book.

Plan Future Practice: Students practice writing a thesis in module 3.

8. Invite a few students to share their responses.

Key Ideas

- The phrase *great heart* has both a literal and a figurative meaning. A literal great heart is a healthy heart, and a figurative great heart is a way to describe a person who has courage.
 - Having a great heart can mean a person has a literal great heart or a figurative great heart. A literal great heart is strong, and a figurative great heart is empathetic.
 - When a person uses the phrase *great heart*, they can mean two different things. A literal great heart means that the organ is strong and healthy, and a figurative great heart means a person is generous.
9. Tell students that they will now determine which evidence best supports their answer to the prompt. Instruct students to annotate the evidence that best describes a literal great heart and a figurative great heart.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:



What did you learn by discussing what having a great heart means?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B, MM.2.4.C, MM.2.4.D

MM.10.4 Argument: MM.10.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.A, MM.12.4.A.a, MM.12.4.A.b, MM.12.4.B, MM.12.4.B.b, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.b

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 37

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

During writing instruction, students review the evidence they selected to best exemplify the literal and figurative meanings of *great heart*. They elaborate on the evidence to connect it to the points in their thesis. Students orally rehearse their introductory paragraph and then begin to draft an informative essay for the End-of-Module Task.

Learning Goals

For the End-of-Module Task, use elaboration to develop evidence that supports the points in the thesis.

 **LEARNING TASK:** For the End-of-Module Task, use elaboration to develop evidence about what having a great heart means, both literally and figuratively.

Begin writing an informative essay in response to the End-of-Module Task.

 **LEARNING TASK:** Draft the introductory paragraph for the End-of-Module Task.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Elaborate on Evidence
- **Write:** Draft an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- all module texts
- class color-coded Painted Essay®—Informative (*Learn* book, Writing)

STUDENTS

- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)

Preparation

- Determine how students will access the End-of-Module Task. Students continue to work with this task in subsequent lessons.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts.
2. Display and Choral Read the Essential Question: What does having a great heart mean?
3. Tell students that they will elaborate on their evidence and begin to draft their End-of-Module Task essay to answer this question: What does having a great heart mean, both literally and figuratively?

LEARN 53 minutes

Write | Elaborate on Evidence | 20 minutes

1. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Tell students that in this lesson they will review the evidence they collected about what having a great heart means, literally and figuratively. Then they will elaborate on that evidence to explain how it connects to the points in their thesis.
2. Remind students that they elaborated on evidence when they completed Module Tasks 1 and 3. Prompt students to share what they remember about elaboration by asking these questions:



What does it mean to elaborate?



How can you elaborate on evidence?

Language Support

Direct students to the definition of *elaboration* in the Glossary for Module 1, and tell them to identify the action words in the definition (e.g., *connect*, *develop*).

Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: What does having a great heart mean, both literally and figuratively?

Thesis: _____

Source	Context	Evidence	Elaboration

99

Key Ideas

- **elaborate:** to expand or provide additional information
- give more details about the evidence
- tell what the evidence shows
- explain how the evidence supports the thesis

3.  **Introduce the learning task.** Instruct students to review the evidence they annotated and then to elaborate on their chosen evidence in the Elaboration column of the evidence organizer.

Analyze Student Progress

Monitor: Do students use elaboration to develop and explain evidence that supports the points in the thesis?

Offer Immediate Support: If students need additional support elaborating, provide this sentence frame: This evidence shows _____.

Plan Future Practice: Students practice elaborating on evidence in module 3.

4. As students finish their work, instruct them to share their elaboration with a partner to confirm that it connects the evidence in support of the thesis.

Write | Draft an Informative Essay | 33 minutes

1. Tell students that now that they have collected evidence, written a thesis, and elaborated on evidence, they are ready to draft an informative essay. In their essay, they will share what they know about the literal and figurative meanings of *great heart*.

2. Display the class color-coded Painted Essay®—Informative, and ask this question:

 **How can the colors in the Painted Essay® structure help you write your essay?**

Reinforce the correct response: The colors help you remember how to organize an informative essay.

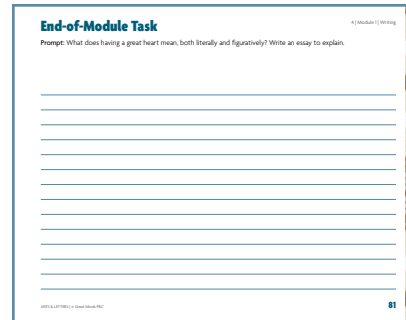
3. Ask this question:

 **What information will you include in your introductory paragraph?**

Reinforce the correct response: a hook and the thesis.

4. Instruct students to orally rehearse their introductory paragraph with a partner.

5.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to write the introductory paragraph of an informative essay about what it means to have a great heart, both literally and figuratively.



The image shows a worksheet titled "End-of-Module Task" with a prompt: "What does having a great heart mean, both literally and figuratively? Write an essay to explain." Below the prompt are several horizontal lines for writing. The worksheet is labeled "4 | Module 1 | Writing" in the top right corner.

Teacher Note

In this lesson, students begin the End-of-Module Task. They may complete the assessment on paper or on the digital platform.

Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Analyze Student Progress

Monitor: Do students draft an introductory paragraph that includes a hook and thesis with two points?

Offer Immediate Support: If students need additional support drafting the introductory paragraph, direct them to the color-coded Painted Essay®, located in the *Learn* book.

Plan Future Practice: Students practice writing by using the Painted Essay® structure in module 3.

6. Instruct students to annotate point 1 and point 2 in their introductory paragraph. Then tell them to orally rehearse a topic sentence for each of their proof paragraphs with a partner.
7. Instruct students to begin drafting proof paragraphs 1 and 2 for the End-of-Module Task.
8. Tell students that in the next lesson they will continue drafting their essays by completing the proof paragraphs and writing the concluding paragraph.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn to do during this module?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.b, CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 38

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

During writing instruction, students complete a draft of their informative essay for the End-of-Module Task by adding the concluding paragraph. After completing the draft, students review the Checklist for the End-of-Module Task, review a peer essay, and provide peer feedback.

Learning Goals

For the End-of-Module Task, write a draft of an informative essay in response to the prompt.

 **LEARNING TASK:** For the End-of-Module Task, draft the concluding paragraph of an informative essay.

Provide feedback to a peer on a draft of the End-of-Module Task essay.

 **LEARNING TASK:** Using the Checklist for the End-of-Module Task, provide feedback to a peer.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft an Informative Essay
- **Write:** Revise an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- all module texts
- class color-coded Painted Essay®—Informative (*Learn* book, Writing)
- class Checklist for the Writing Model (*Learn* book, Writing)
- class Writing Model for Module 1 (*Learn* book, Writing)

STUDENTS

- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- sticky notes

Preparation

- Determine how students will access a peer's writing and provide feedback using the checklist.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts.
2. Display and Choral Read the Essential Question: What does having a great heart mean?
3. Tell students that they will finish drafting their End-of-Module Task essay to answer this question: What does having a great heart mean, both literally and figuratively?

LEARN 53 minutes

Write | Draft an Informative Essay | 18 minutes

1. Direct students to the End-of-Module Task, located in the *Learn* book. As needed, instruct students who did not finish drafting proof paragraphs 1 and 2 in the previous lesson to complete the paragraphs.
2. Instruct students to read their introductory paragraph and proof paragraphs.
3. Display the class color-coded Painted Essay®—Informative and ask this question:



What two questions will your concluding paragraph answer?

Reinforce the correct response: *what?* and *so what?*

4. To prepare to answer these questions as they write, instruct students to share with a partner one reason why the topic and information in their essay is important.

The image shows a worksheet titled "End-of-Module Task" with a prompt: "What does having a great heart mean, both literally and figuratively? Write an essay to explain." The worksheet has a header with "End-of-Module Task" and "Module 1 Writing" on the right. Below the prompt is a large area with horizontal lines for writing. At the bottom left, it says "ARTS & LETTERS | Great Minds PBC" and at the bottom right, it says "81".

5.  **Introduce the learning task.** Instruct students to write a concluding paragraph for their informative essay about what it means to have a great heart, both literally and figuratively. Remind students that they should use their Evidence Organizer for the End-of-Module Task and their other notes to complete their draft.

Analyze Student Progress

Monitor: Do students effectively answer the questions *what?* and *so what?* in their concluding paragraph?

Offer Immediate Support: If students need additional support drafting the concluding paragraph, direct them to the writing model and the color-coded Painted Essay®, located in the *Learn* book.

Plan Future Practice: Students practice writing using the Painted Essay® structure in module 3.

Write | Revise an Informative Essay | 35 minutes

1. Ask this question:

 **Why is revision an important part of writing?**

Key Ideas

- Revision helps writers add clarity and organize their ideas.
 - Revision helps writers ensure that they have completely responded to the prompt.
 - Revision helps writers add precision through topic-specific vocabulary.
2. Emphasize that revision helps writers communicate their ideas clearly and effectively. Explain that one way writers can strengthen their writing is by seeking feedback from other writers.

3. Explain that students will provide feedback about one another's writing. Simultaneously display the class Checklist for the Writing Model and the class Writing Model for Module 1, located in the *Learn* book. Model how to complete the checklist as a peer reviewer.
4.  **Introduce the learning task.** Instruct students to exchange drafts with a partner, read their partner's draft, and provide feedback by using the Checklist for the End-of-Module Task, located in the *Learn* book.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Checklist
Writing Model | Prompt: How does the author of "Heart to Heart" use literal and figurative language to describe the human heart?
 4 | Module 1 | Writing

	Review 1	Review 2
Knowledge		
shows knowledge of the difference between literal and figurative language	☐	☐
shows knowledge of how the author of "Heart to Heart" uses literal and figurative language to describe the human heart	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear focus	☐	☐
uses the second sentence of the thesis to name two main points	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
writes about each point in a proof paragraph	☐	☐

ARTS & LETTERS | © Great Minds PBC 55

Checklist
End-of-Module Task | Prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain.
 4 | Module 1 | Writing

	Review 1	Review 2
Knowledge		
shows knowledge of how a healthy heart functions	☐	☐
shows knowledge of what it means to be greathhearted	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear focus	☐	☐
uses the second sentence of the thesis to name two main points	☐	☐
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐

ARTS & LETTERS | © Great Minds PBC 55

Analyze Student Progress

Monitor: Do students provide feedback by using the criteria on the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support providing feedback, direct them to one row of the checklist at a time and tell them to review the essay for that specific criterion.

Plan Future Practice: Students practice providing peer feedback in module 2.

5. Explain that feedback should go beyond simply indicating which elements their peer included in their essay. To provide more supportive feedback, students will read their partner's essay again with a few questions in mind. Display and read aloud the following questions:
- What is one thing your partner did well?
 - What question do you have for your partner?
 - What suggestion do you have for your partner?

6. Distribute three sticky notes to each student. Instruct students to reread their partner's essay and to answer one question on each sticky note.
7. Instruct students to return the essay to their partner, share feedback, and ask follow-up questions for clarification. Tell students that in the next lesson they will use peer feedback and a self-review to revise their essays.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:



What important knowledge did you build about what it means to have a great heart?



What helped you communicate your ideas in writing?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from providing peer feedback?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content

CP.4.4 Structure: CP.4.4.C

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C, BU.1.4.D

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.F

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 39

Essential Question | What does having a great heart mean?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students assess their own writing by using the Checklist for the End-of-Module Task. They revise their End-of-Module Task essays based on their self-assessment and peer feedback. After finalizing their work, students share their informative essays with the class.

Learning Goal

For the End-of-Module Task, write an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, revise and submit an informative essay.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Revise an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- all module texts

STUDENTS

- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Choose a presentation activity. Prepare materials as needed. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts.
2. Display and Choral Read the Essential Question: What does having a great heart mean?
3. Remind students that in the last lesson they completed a draft of their End-of-Module Task essay and received feedback from a peer. In this lesson, they will revise and finalize their informative essay.

LEARN 53 minutes

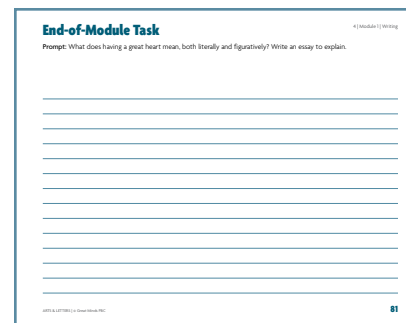
Write | Revise an Informative Essay | 53 minutes

1. Remind students that revision helps writers express their ideas clearly and effectively. Ask this question:

 **How can peer feedback help you make revisions?**

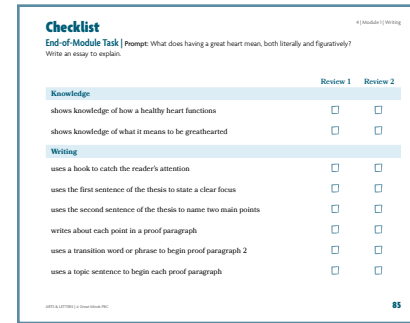
Key Ideas

- Your peer can identify things you are doing well in your writing.
 - Your peer can identify areas where your writing is confusing or needs to be clarified.
 - Your peer can make suggestions you may not have thought of when writing.
2. Instruct students to read the draft of their End-of-Module Task informative essay and review the peer feedback they received on the checklist and on sticky notes.



The image shows a writing template for the End-of-Module Task. It features a header with the title 'End-of-Module Task' and a prompt: 'Prompt: What does having a great heart mean, both literally and figuratively? Write an essay to explain.' Below the prompt are several horizontal lines for writing. The template is labeled '4 | Module 1 | Writing' in the top right corner and 'ARTS & LETTERS | Great Minds PBC' in the bottom left corner. A small page number '81' is visible in the bottom right corner.

3. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Instruct students to use the checklist to review their own essay, identifying elements of strength as well as areas in need of revision.
4. Tell students that now that they have reflected on areas for improvement, they will revise their informative essay draft. Remind students to make revisions based on their self-assessment and peer feedback.
5.  **Introduce the learning task.** Instruct students to complete the End-of-Module Task by revising their essay.



	Review 1	Review 2
Knowledge		
shows knowledge of how a healthy heart functions	☐	☐
shows knowledge of what it means to be grateful	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses the first sentence of the thesis to state a clear focus	☐	☐
uses the second sentence of the thesis to name two main points	☐	☐
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐

Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

6. Tell students that now that they have finalized their informative essays, they will share their work with the class. Explain that writers share their work to share knowledge and learn from each other. This activity will allow students to celebrate and enjoy one another's writing.
7. Choose one of the following activities to allow students to share their work, or create your own:
 - Instruct students to share completed written work with a partner.
 - Create audio recordings of completed written work and make them available for listening.
 - Invite students to display and read aloud their completed written work in front of the class.
8. Instruct students to participate in the activity to share their response to the End-of-Module Task.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of this question:



Now that we've studied what having a great heart means, both literally and figuratively, what are you interested in learning more about?

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.B, CP.1.4.H

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.d, CP.3.4.A.e

CP.4.4 Structure: CP.4.4.A, CP.4.4.A.b, CP.4.4.B, CP.4.4.B.c, CP.4.4.B.d, CP.4.4.C

CP.5.4 Language: CP.5.4.B, CP.5.4.C

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C, BU.1.4.D

BU.2.4 Discovery and Evidence

DF Develop Foundations

DF.7.4 Capitalization

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 40

Essential Question | What does having a great heart mean?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about the meaning of having a great heart. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a model of a heart, experience a great heart, read a book about having a great heart, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about what having a great heart means, literally and figuratively.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today is the final day of the first module.
2. Display and Choral Read the Essential Question: What does having a great heart mean?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, language, and experiences.

LEARN 53 minutes

Share | Discuss New Knowledge | 8 minutes

1. Instruct students to Think–Pair–Share to answer these questions:



What did you learn about having a literal great heart?



What did you learn about having a figurative great heart?



What things do you do that make you greathearted?

Engage | Create, Experience, or Read | 45 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a Model of a Heart

1. Facilitate a brief discussion about what students learned about a literal heart through their study of *The Circulatory Story*. Encourage students to name specific parts of a heart.

Teacher Note

To help students name specific parts of a heart, direct them to the illustration on page 10 of *The Circulatory Story*.

2. Instruct students to create a clay model of a heart with four chambers and valves. Provide art materials, including modeling clay, toothpicks, and sticky notes, for students to complete this activity. Tell students to label each part of the heart with a sticky note attached to a toothpick.
3. Invite students to share with other classes their models and what they learned about a literal heart.

Option 2 | Experience a Great Heart

1. Contact a cardiologist or cardiac surgeon from your community, and invite them to talk to your students about how to keep their hearts healthy.

Teacher Note

Prepare students for the visit by instructing them to write questions to ask at the end of the presentation.

Option 3 | Read a Book About a Greathearted Individual

1. Instruct students to read a volume of reading text that has a character who exemplifies courage, generosity, or empathy.
2. Facilitate a brief discussion about how the character demonstrates courage, generosity, or empathy.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option, to initiate the discussion:
 - Option 1—How can the heart inspire creativity?
 - Option 2—How can you keep your heart healthy?
 - Option 3—What does the author teach you about the meaning of having a great heart?
2. Reinforce that students have built a lot of knowledge about what having a literal and figurative great heart means. Encourage students to continue seeking knowledge about the heart.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.B

BU.2.4 Discovery and Evidence

BU.4.4 Expression

DM Develop Metacognition

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure

- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling
- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization

- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 1

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.4.A: Refer to details and examples in a literary text.

MM.1.4.B: Refer to details and examples in an informational text.

MM.2.4 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.4.A: Determine a theme of a literary text.

MM.2.4.B: Explain how key details in a literary text convey a theme.

MM.2.4.C: Determine the main idea of an informational text.

MM.2.4.D: Explain how key details in an informational text support the main idea.

MM.3.4 Summary: Summarize a text, including its key ideas and details.

MM.3.4.A: Summarize a literary text.

MM.3.4.B: Summarize an informational text.

MM.3.4.C: Paraphrase portions of a text read aloud or information presented in diverse media and formats.

MM.4.4 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.4.A: Describe characters, settings, or events, using specific details from a literary text.

MM.4.4.B: Explain events, procedures, ideas, or concepts, including what happened and why, using specific and relevant details from an informational text.

MM.5.4 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.4.A: Determine the literal meaning of unknown words and phrases.

MM.5.4.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.4.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.4.A.c: Use context (e.g., definitions, examples, restatements in text) as a clue to meaning.

MM.5.4.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.4.A.e: Consult reference materials to determine or clarify pronunciation or precise meaning.

MM.5.4.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.4.B.a: Explain the meanings of simple similes and metaphors.

MM.5.4.B.b: Recognize and explain the meanings of common idioms, adages, and proverbs.

MM.5.4.B.c: Demonstrate understanding of words by relating them to antonyms and synonyms.

MM.5.4.C: Acquire grade-level academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that relate to a particular topic.

MM.7.4 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.4.A: Use terms (e.g., *verse*, *rhythm*, *meter*, *cast of characters*, *stage directions*) to refer to structural elements of a literary text.

MM.7.4.B: Explain structural differences between literary text genres.

MM.8.4 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.4.A: Compare the narrative points of view of two or more literary texts, describing differences between first and third person narration.

MM.9.4 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.4.B: Interpret information presented visually, orally, or quantitatively in an informational text, explaining how the information contributes to understanding the text.

MM.10.4 Argument: Determine the argument in a text.

MM.10.4.B: Identify the reasons and evidence used in an oral argument to support particular points.

MM.12.4 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.4.A: Literary

MM.12.4.A.a: Stories

MM.12.4.A.b: Poetry

MM.12.4.B: Informational

MM.12.4.B.b: Informational

MM.12.4.C: Non-print

MM.12.4.C.b: Visual art

MM.12.4.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.4 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.4.B: Informative or explanatory

CP.1.4.D: Poetry

CP.1.4.F: Visual art

CP.1.4.H: Over a period of time

CP.1.4.I: In a single session

CP.2.4 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.4.A: Unpack the task demands, purpose, and audience.

CP.2.4.B: Analyze a model to identify traits of an effectively written response.

CP.2.4.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.4 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.4.A: Develop the content of the text.

CP.3.4.A.b: Develop ideas using facts, definitions, concrete details, quotations, or related information and examples.

CP.3.4.A.d: Incorporate evidence from literary texts to support opinions and ideas.

CP.3.4.A.e: Incorporate evidence from informational texts to support opinions and ideas.

CP.3.4.A.f: Include headings, illustrations, visual displays, or audio recordings when useful to clarify ideas or to develop central ideas or themes.

CP.3.4.B: Provide a list of sources.

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.4.A: Develop an introduction.

CP.4.4.A.b: Introduce a topic clearly.

CP.4.4.B: Organize the content and create cohesion.

CP.4.4.B.c: Create an organizational structure that groups related information in sections and paragraphs.

CP.4.4.B.d: Use words and phrases to connect ideas within categories of information.

CP.4.4.C: Provide a conclusion that relates to or follows from the content of the text.

CP.5.4 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.4.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words and words that signal precise actions, emotions, and states of being.

CP.5.4.C: Use precise words and phrases and domain-specific vocabulary to express opinions or to convey information about a topic.

CP.6.4 Revision: With support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.4 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of sources. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.4 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.4.A: Speak clearly at an understandable pace.

CP.8.4.B: Differentiate between contexts that call for informal or academic English.

BU Build Understanding

BU.1.4 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance of sources.

BU.1.4.A: Conduct short research projects, synthesizing information to build knowledge about a topic.

BU.1.4.B: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.4.C: Select information from print and digital sources or experience.

BU.1.4.D: Determine information's relevance to answer a question.

BU.2.4 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.4.A: Annotate a text to build understanding.

BU.2.4.B: Take notes and categorize information.

BU.2.4.C: Prepare for discussions by reading and studying required texts.

BU.3.4 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.4.A: Draw upon preparation during collaborative discussion to explore ideas.

BU.3.4.B: Follow established rules for discussions and carry out assigned roles.

BU.3.4.C: Ask and answer questions to confirm understanding or verify information.

BU.3.4.D: Contribute comments to the discussion that relate directly to others' remarks.

BU.3.4.E: Review the key ideas expressed in discussion and explain one's own ideas in the context of information and ideas presented in discussion.

BU.3.4.F: Engage in peer review.

BU.4.4 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.4 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.4.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

DF.3.4.B: Spell grade-level appropriate words correctly, consulting references as needed.

DF.5.4 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.4.A: Read with purpose and understanding.

DF.5.4.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.4.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.7.4 Capitalization: Use capitalization, following the conventions of academic English when writing.

DF.8.4 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.4.B: Use a comma before a coordinating conjunction in a compound sentence.

DF.9.4 Nouns and Pronouns: Form and use nouns and pronouns, following the conventions of academic English when writing or speaking.

DF.9.4.A: Use relative pronouns.

DF.11.4 Adjectives and Adverbs: Form and use adjectives and adverbs, following the conventions of academic English when writing or speaking.

DF.11.4.A: Use relative adverbs.

DF.13.4 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.4.A: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DM Develop Metacognition

DM.1.4 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.4.A: Wonder

DM.1.4.B: Organize

DM.1.4.C: Reveal

DM.1.4.D: Distill

DM.1.4.E: Know

DM.2.4 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.4 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.4 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

abstract art

a work of art that does not try to show the world as it actually is but still uses line, color, shape, form, texture, value, and space; includes works that evoke or react to other ideas or images

lesson 3

artery (n.)

a blood vessel that carries blood away from the heart

lesson 10

background (n.)

in a work of art, the area that appears to be farthest away from the viewer

lesson 18

blood vessel

a tube in which blood travels through the body

lesson 10



capillary (n.)

a tiny, one-cell-thick blood vessel that carries blood between an artery and a vein

lesson 10

cellular respiration

the reaction that occurs when glucose and oxygen, in the presence of water, meet in body cells; the result is the release of carbon dioxide and energy

lesson 11

chiaroscuro (n.)

an Italian word meaning “light-dark” that describes when bright light and deep dark come together in a work of art to show objects and their volumes

lesson 19

circulate (v.)

to move without stopping through a closed system

lesson 13



circulatory system

the heart and a group of connected tubes that together move blood throughout the body

lesson 7



commitment (n.)

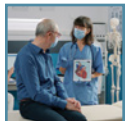
the attitude of someone who works very hard to do or support something

lesson 24

coronary (adj.)

of or relating to the heart and especially the vessels through which blood travels before reaching heart cells

lesson 12



courageous (adj.)

very brave

lesson 24



elaboration (n.)

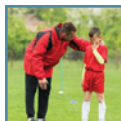
details that develop evidence and connect it to a point

lesson 10

empathetic (adj.)

understanding and sharing another person's experiences and emotions

lesson 24



evidence (n.)

information from a text that supports an idea

lesson 10

figurative (adj.)

involving the meaning of a word or phrase that is different from its ordinary or usual meaning

lesson 4



fluency (n.)

the ability to read with accuracy, phrasing, and expression at an appropriate rate

lesson 2

focal point

in a work of art, the area that the artist draws your attention to

lesson 19

foreground (n.)

in a work of art, the area that appears to be closest to the viewer

lesson 18

form (n.)

1. an element of art; a three-dimensional object in a work of art
2. the overall physical nature of a work of art
3. the final product that a work of art aspires to

lesson 3

generous (adj.)

showing kindness and concern for others by giving or sharing valuable things

lesson 24



greathearted (adj.)

courageous, generous, and empathetic

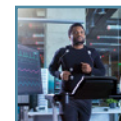
lesson 24



healthy (adj.)

well or free from disease

lesson 12



heart (n.)

the organ in a person's chest that pumps blood through their veins and arteries

lesson 3



idiom (n.)

an expression that cannot be understood from the meanings of its individual words but that has a separate meaning of its own

lesson 4

inform (v.)

to give information

lesson 8

inspire (v.)

to make a person want to do something; to give a person an idea about what to create

lesson 31

legacy (n.)

contributions a person makes to the world; memorable actions or characteristics of a person

lesson 24

literal (adj.)

involving the ordinary or usual meaning of a word or phrase

lesson 4

**metaphor (n.)**

a phrase that shows how two things are similar by saying one thing is the other

lesson 9

negative space

the empty areas between and around a subject in a work of art; in a three-dimensional work of art (e.g., a sculpture), the area not occupied by the art itself

lesson 4

plaque (n.)

a fatty substance that can build up in blood vessels and cause a clog

lesson 12

simile (n.)

a phrase that uses the words *like* or *as* to compare two things that are similar

lesson 9

theme (n.)

a universal idea or message

lesson 32

tribute (n.)

something that you say, give, or do to show gratitude, respect, or admiration for someone

lesson 23

valve (n.)

a structure that controls the flow of a fluid by opening and closing mechanically

lesson 9

vein (n.)

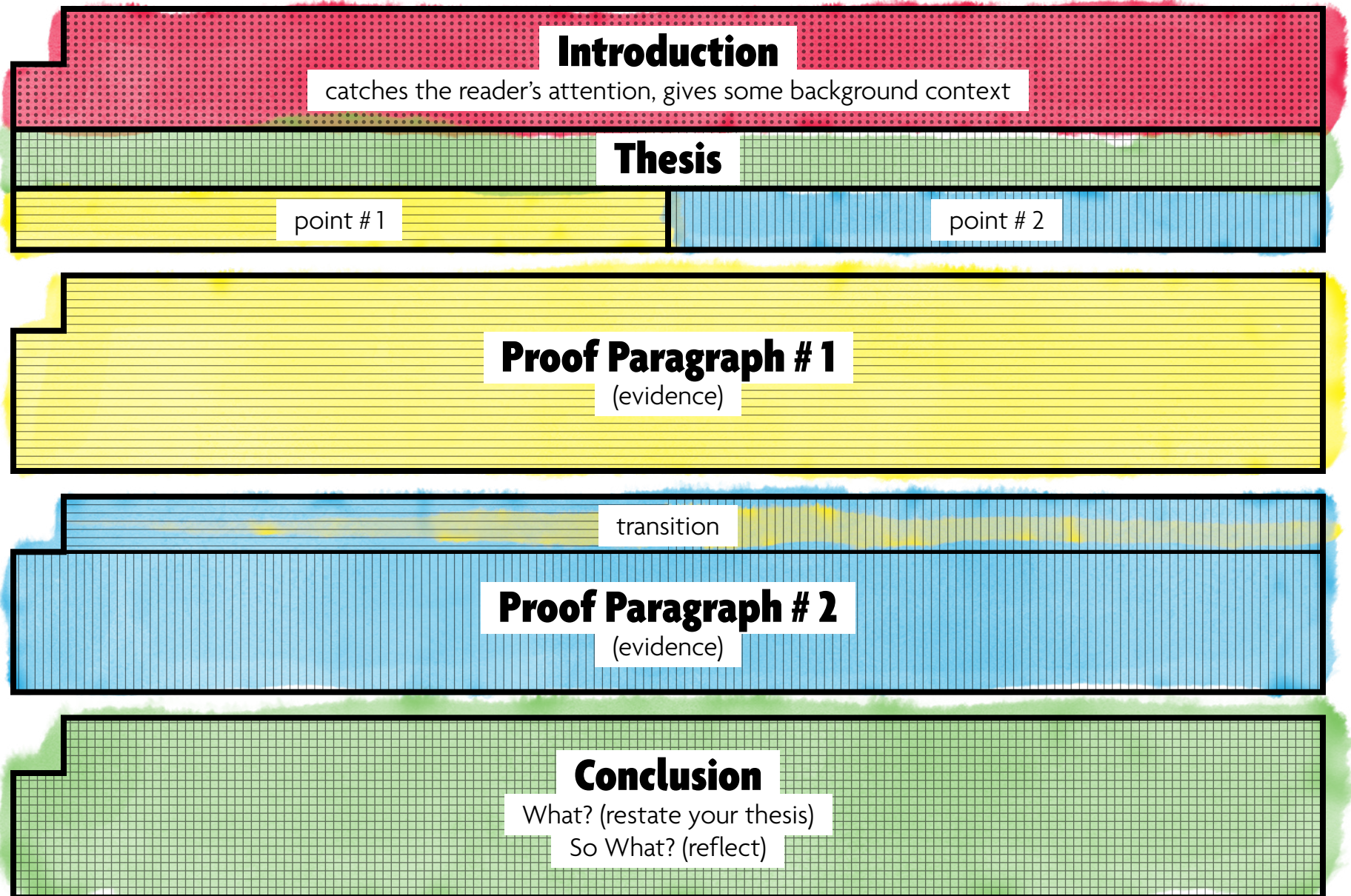
a blood vessel that carries blood toward the heart

lesson 10

Fluency Reference Chart

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed



Key: ∴ red, ▦ green, ≡ yellow, ||| blue

Syllable Types

Syllable Type	Examples	Definition
Closed	be- gin fun- ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro -ken car- go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep- tile mis- take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea -nut en- joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par -ty fur -ther	a syllable with <i>ar, er, ir, or, or ur</i> ; the vowel sound often changes
Consonant-le	lit- tle ta- ble	an unstressed final syllable that contains a consonant before the letter <i>l</i> , followed by a silent e
Other: Stable Final	fic- tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

Quotations from Dr. Samuel Gross

Quote 1

“I never enter the lecture-room without a deep sense of the responsibility of my office—without a sense that I have a solemn duty to perform—and that upon what I may utter during the hour may depend the happiness or misery of hundreds, if not thousands, of human beings.”

Quote 2

“There is something awfully solemn in a profession that deals with life and death; and I desire ... to impress upon your minds its sacred and responsible character.”

About the Images



Image 1. Valentine's Day card, unknown artist, nineteenth century



Image 2. Photo collage, unknown artist, ca. 1864–70

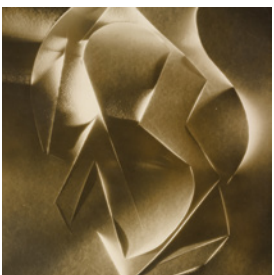


Image 3. Cut-paper abstraction, Francis Bruguière, gelatin silver print, 1927



Image 4. Love token, unknown artist, ink and varnish on cut paper, ca. 1840–60



Image 5. Puzzle purse, unknown artist, ink and watercolor on paper, 1799



Image 6. *Study of Dogs*, Philipp Otto Runge, cut paper, ca. 1777–1810

This module's images are inspired by the craft of paper collage. For centuries, people have used paper to share meaningful messages in the form of holiday cards, puzzle purses, and scrapbooks. As students explore texts, they'll learn about the heart in a literal and a figurative sense. These images help guide students to answer the Essential Question: What does having a great heart mean?

Image 1 is a photograph of a nineteenth-century Valentine's Day card. Victorian-era cards incorporated a variety of materials, such as painted illustrations, cloth, embossed paper, lace, and glass. With the implementation of the Uniform Penny Post in 1840, valentines could be folded, sealed with wax, and sent by mail for just one penny.

Image 2 shows a photo collage created between 1864 and 1870 by an unknown Victorian artist. The collage consists of thirteen portrait photographs mounted onto paper. Each photograph has a colored frame drawn around it and a label made with a pen dipped into an inkwell.

Image 3, a photograph captured by Francis Bruguière in 1927, resembles the shape of an anatomical heart. To construct this abstraction, Bruguière arranged cut paper together and experimented with light and shadow to create dramatic forms.

Image 4 depicts a love token made between 1840 and 1860. This love token features paper hearts and hands carefully cut and woven together to form one piece. Such paper collages are called love tokens instead of Valentine's Day cards because they extended a gesture of affection at any time of the year during the Victorian era.

Image 5 displays the exterior of a puzzle purse from 1799. Puzzle purses fold to conceal an admirer's message until the recipient reveals it by opening the purse.

Image 6, titled *Study of Dogs*, is a paper collage by the eighteenth-century artist Philipp Otto Runge. The image connects to Sharon Creech's *Love That Dog*, a module text that students will explore.

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Acknowledgments

Karen Aleo, Trevor Barnes, Allie Beman, Madison Bonsignore, Kelsey Bordelon, Sarah Brenner, Beth Brown, Dan Brubaker, Catherine Cafferty, Melissa Chung, Ashley Cook, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Kathleen Foley, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Shelley Hampe, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Matthew Hoover, Patricia Huerster, Holli Jessee, Stephanie Kane-Mainier, Meg Kinlaw, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Karen Leavitt, Farren Liben, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Meredith McAndrew, Cathy McGath, Emily McKean, Maia Merin, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lauren Mirabella-Ormsby, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Vivian Nourse, Carol Paiva, Catherine Paladino, Marya Parr, Trisha Paster, Katie Pierson, Eden Plantz, Natalie Rebentisch, Rachel Rooney, Tressa Sanders, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Ami Smith, Danae Smith, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Kati Valle, Kara Waite, Sarah Webb, Erika Wentworth, Margaret Wilson, Eleanor Wolf, Rachel Zindler

Ana Alvarez, Lynne Askin-Roush Stephanie Bandrowsky, Mariel Bard, Rebeca Barroso, Brianna Bemel, David Blair, Charles Blake, Lynn Brennan, Adam Cardais, Dawn Cavalieri, Tatyana Chapin, Christina Cooper, Gary Crespo, Lisa Crowe, David Cummings, Cherry dela Victoria, Sandy Engelman, Tamara Estrada Del Campo, Ubaldo Feliciano-Hernandez, Soudea Forbes, Diana Ghazzawi, Laurie Gonsoulin, Kristen Hayes, Marcela Hernandez, Sary Hernandez, Abbi Hoerst, Ashley Kelley, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Christina Martire, Siena Mazero, Alicia McCarthy, Thomas McNeely, Cindy Medici, Ivonne Mercado, Brian Methe, Sara Miller, Christine Myaskovsky, Mary-Lise Nazaire, Tara O'Hare, Tamara Otto, Christine Palmtag, Katie Prince, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Richesh Ruchir, Isabel Saraiva, Gina Schenck, Leigh Sterten, Mary Sudul, Deanna Thomann, Tracy Vigliotti, Bruce Vogel, Heather Waymouth, Dave White, Charmaine Whitman, Nicole Williams, Glenda Wisenburn-Burke, Samantha Wofford, Howard Yaffe



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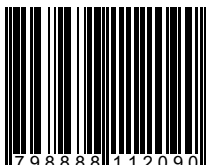
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ISBN 979-8-88811-209-0



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Mother and Child, 1934

Dame Barbara Hepworth

Cumberland alabaster on marble base,
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**GREAT
MINDS**

every child
is capable of
greatness