

curriculum. Learning subject matter demands understanding and using its language to comprehend, clarify, and communicate concepts. The following snapshots illustrate the integration of the ELA/Literacy strands with the content areas.

Snapshot 5.5 Integrated ELA/Literacy, ELD and the Visual Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth grade class have enjoyed their study of art from various regions in the United States. Today, she plans to share Grant Wood's painting *American Gothic*. Because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print of the painting so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to view the image for a moment, then turn to a neighbor and tell what they observe. Then, she asks for volunteers to share one observation with the class.

Peter says, "I see a woman." Erica offers, "She's wearing an apron." Mrs. Louis-Dewar records their observations on her tablet and projects them on the smart board. Danny shares a more detailed complex sentence and she praises his use of a complex sentence, yet she encourages him to restate his ideas as individual simple sentences. She comments that in this task, every idea needs to be expressed as a simple sentence; these will be used later to build more complex ones. Next, she covers the left half of the image and reveals the right half. Before asking for a whole class sharing, she gives the students a few minutes to individually generate a list of sentences describing what they see in this portion of the painting. After, as they share out some of their sentences, she records them on her tablet.

Mrs. Louis-Dewar then displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artwork noticing and identifying nuances in the painting and using the vocabulary of the visual arts, such as *harmony* and *balance*. They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was set.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. She models doing so and ensures that students understand what is expected. One example she models is a simple sentence with an expanded noun phrase, and another example is a complex sentence. William and Molly get straight to the task and, after generating and refining their first sentences, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance, the white farmhouse and red barn at their backs." Both partners record the sentences. They continue to develop their paragraph, adding adjectives, adverbs, and prepositional phrases to their sentences and using subordinate conjunctions to create complex sentences and coordinate conjunctions to create compound sentences. They read their sentences aloud to each other to hear how they sound and ask Mrs. Louis-

Dewar for assistance with punctuation.

Mrs. Louis-Dewar circulates through the room assisting student pairs as needed by providing feedback and language prompts. When every pair has finished writing and refining their paragraphs, she has each student practice reading aloud the jointly constructed paragraphs with his or her partner. Then they separate, each taking their own copy in hand, and individually meet with other students to read aloud their paragraph and listen to several other paragraphs. Finally, the class reconvenes and discusses the activity and the process of generating interesting sentences and paragraphs that capture the art they viewed. They are impressed with themselves and are eager to learn more about the painting and the artist.

CA CCSS for ELA/Literacy Standards: L.5.3a; W.5.10

CA ELD Standards: ELD.PI.5.1,2,3,7,10b,12a; ELD.PII.5.1-7

Related Visual Arts and Performing Arts Content Standards:

Visual Arts 1.1 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Visual Arts 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Visual Arts 3.3 Identify and compare works of art from various regions in the United States.

Visual Arts 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

Snapshot 5.6 Integrated ELA/Literacy, ELD, Math, Science, and Visual Arts in Grade Five

When Mr. Hubert's fifth-grade students complained about the mud that had been tracked into the classroom, he asked how they might solve the problem. "Tell people to wipe their feet!" and "Make the people who tracked it in clean it up!" were quickly proposed by several students. Others blurted out problems with those solutions: "That might work, but we've been told to wipe our feet since we were in kindergarten. So, that obviously doesn't work for some people." "I think that's a good idea, but what if we can't figure out who tracked it in?" and "It's too late then; the carpet's already muddy." Mr. Hubert suggested the students take out their learning journals and complete a quick write about the problem and brainstorm possible solutions. Five minutes later, he asked the students to take turns sharing what they wrote with their table groups and to take notes in their journals while their table mates share. After, he suggested they think about the problem during the morning; they would return to it after lunch.

That afternoon, Mr. Hubert gathered the students together and asked them to clearly describe the problem they had identified that morning. When there was consensus from the class about the problem and how to describe it, he recorded this on chart paper. *There is mud on the classroom carpet that is making the room dirty and unpleasant.* He then guided the students to generate questions related to the problem and recorded them on the chart. The list included: *How is the mud getting there? What is the source of the mud? When is the carpet muddy? Is there mud only when it rains, or are there other times?*