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?*

Are sprinklers causing the mud? Is there mud in other classrooms or just ours? How can we keep the carpet mud-free? These questions helped students identify what they needed to know in order to begin to solve the problem. The growing list generated excitement as students realized that there was research to be done. Some volunteered to check the other classrooms. Some proposed keeping a class log, including photographs, of the mud and weather conditions. Others wanted to talk to the custodial staff about the sprinkling schedule. Several suggested doing a school walk to determine where there was mud on the grounds, and a handful who usually arrive at school early suggested setting up a station to conduct observations of how students who are dropped off in the parking lot make their way to their classrooms.

And so began a project that would take weeks of observation, interview, and Internet research; proposal development; communication with various constituencies; and measurements and calculations to construct a new walkway at the site. Based on their research, the students determined that signs to please not walk on the grass, posted years ago on the front lawn, were ineffective. Nearly 100 students and parents (even teachers!) cut across the lawn every day and had worn a pathway that turned to mud every time it rained. This pathway was the source of the mud in their classroom and other classrooms as well. The students explored alternatives to rerouting people to the existing walkways and concluded that constructing a new walkway would be the most effective solution to the problem. They determined the width of the walkway by observing people's walking behavior (in pairs? triads?) and calculated the total area involved; researched the cost, longevity of, and problems associated with bark, rock, and concrete walkways; drew plans for a new walkway; and engaged in oral and written communications with site administrators, the parent organization, and district level administrators in which they articulated their argument.

They also spoke with city personnel about building and accessibility codes. When they were told there were insufficient funds to construct a new walkway, with the permission of the site administrator, the students wrote a letter to the families served by the school, sharing the results of their research, images of the damage to classroom carpets, and a detailed design of the proposed walkway. In their letters and conversations with officials, Mr. Hubert supported students to use general academic and domain-specific vocabulary, as well as language effective for persuading, such as "We should improve our learning environment …" and "This is definitely an issue that affects …" He also supported them to structure their letters cohesively. The students asked the community for donations of materials and labor. The fruits of their efforts were realized when, in early spring, the school and local community, with leadership from several parents who were skilled in construction, poured a new concrete walkway.

Mr. Hubert and his students documented all the project activities and shared images with families at the school's Open House at the end of the year. The students were proud of their accomplishments and contribution to the school, and Mr. Hubert was pleased with everything they had learned in so many areas of the curriculum.

CA CCSS for ELA/Literacy: R.I.5.4; W.5.1; W.5.2; W.5.7; SL.5.4; SL.5.5; SL.5.6; L.5.1; L.5.2; L.5.3; L.5.6

CA ELD Standards: ELD.PI.5.1, 3, 10a, 12a, 11a-b; ELD.PII.5.1

CA Model School Library Standards:

5-1.2 Formulate appropriate questions

5-3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

5-4.2 Seek, produce, and share information

Related CA CCSS for Mathematics:

MP1 Make sense of problems and persevere in solving them.

MP2 Reason abstractly and quantitatively.

MP3 Construct viable arguments and critique the reasoning of others.

MP4 Model with mathematics.

MP5 Use appropriate tools strategically.

MP6 Attend to precision.

5.MD.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical problems involving volume.

Related Next Generation Science Standards:

Engineering Design

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Related CA Visual and Performing Arts Content Standards:

Visual Arts 2.3 Demonstrate beginning skill in the manipulation of digital imagery.

Visual Arts 5.1 Use linear perspective to depict geometric objects in space.

Snapshot 5.7 Integrated ELA/Literacy, Visual Arts, and Theatre in Grade Five

Ms. Johnson is launching a unit focusing on "the hero's journey" that integrates the ELA/literacy strands with the arts—one that ensures much student collaboration and therefore plentiful and purposeful language use. Knowing how influential movies are to her students, she begins to show short silent films depicting variations of the hero's journey as a way for students to trace the structural elements of film, as well as understand the concept of the hero's journey. Ms. Johnson takes the opportunity to point out how silent film grew out of American theatre styles like melodrama and vaudeville. After having the students watch George Méliès' *Voyage to the Moon* (1902), and Thomas Edison's *A Trip to Mars* (1910), she asks them to read a short excerpt from informational text, *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Burger. She asks her students to keep in mind that just as Méliès and Edison had never