

# Welcome to Arts & Letters™

At Great Minds® we know literacy matters, and the Science of Reading shows us a clear path to developing it. Deep learning happens when students and teachers dive into texts and topics, practice skills, and build knowledge.

That's why we developed *Arts & Letters*™.

With *Arts & Letters*, teachers and students build knowledge together while exploring high-interest topics through literature and fine art. In each module, students write about what they read, learn vocabulary and grammar grounded in module content, articulate and extend their

thinking in formal and informal discussions with their peers, and complete assessments reflecting knowledge's essential role in *Arts & Letters*. Students demonstrate understanding in a nurturing and supportive environment with numerous opportunities for teacher feedback and input. This practice and skill development gives all students the tools to become independent knowledge builders, reinforcing the belief that **every child is capable of greatness.**



# Knowledge at the Center



## Support for all Learners

- High-quality, effective, and flexible
- Integrated into module content

# Know

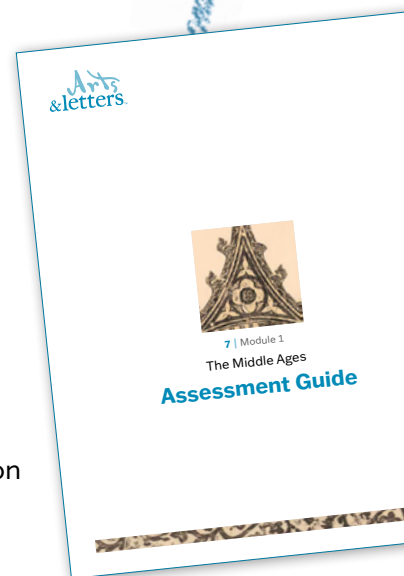
## Vocabulary

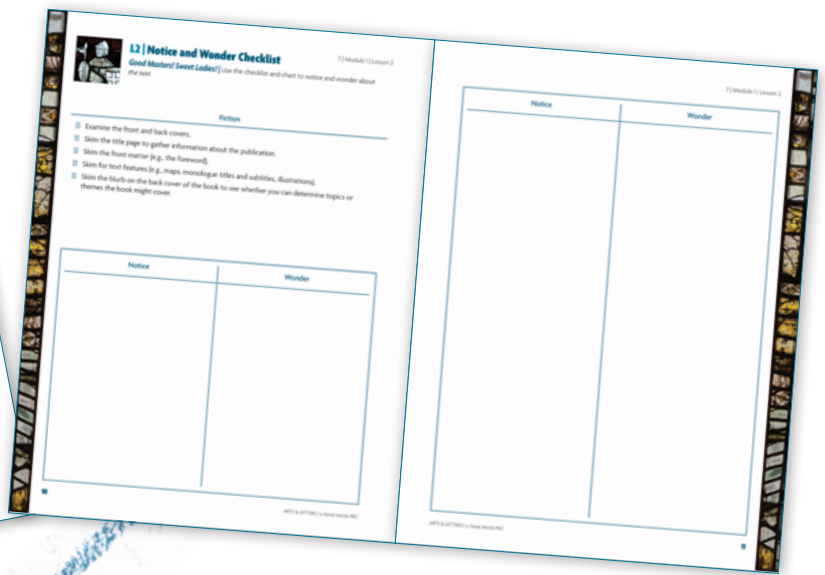
- Integrated into lesson activities
- Balance of breadth and depth



## Assessment

- Coherent and multifaceted
- Tightly aligned with instruction





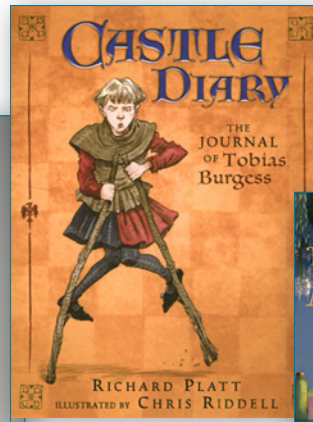
## Writing

- Explicit, text-based writing instruction
- Predictable tools and protocols for planning, creating, and revising

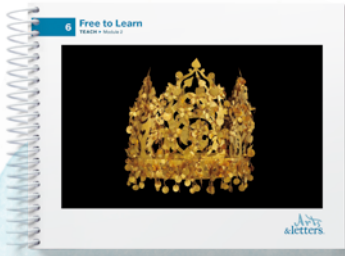
# ledge

## Reading

- Rigorous and stimulating text-based approach
- Inquiry-based engagement



# Comprehensive Print and Digital Resources



**TEACH** books—the Arts & Letters teacher's editions—provide engaging and rigorous instructional guidance.



**LEARN** books—the Arts & Letters student workbook—include articles, poems, graphic organizers and other materials to support engagement and learning.



**PROLOGUE™** provides language-building preview and practice activities for multilingual learners and students who have language-based disabilities.



Knowledge-rich, carefully curated **TRADE BOOKS** and **TEXTS** in student *Learn* books build lasting knowledge of important topics.



Module **MORE** videos as well as supplemental video and audio build students' knowledge.



**KNOWLEDGE CARDS** support vocabulary acquisition and application.



Digital teacher resources include step-by-step **LESSON SLIDES**, fully resourced assessments, reports to support data-driven instruction, and teacher implementation supports, including videos and comprehensive guides. Students will find engaging and knowledge-building *More* videos, online assignments from their teacher, and the opportunity to explore additional resources.



**CLASSROOM POSTERS** of core reading and writing resources facilitate academic language and literacy skill-building.

# Module Map | Year at a Glance

In *Arts & Letters*, students study high-interest topics and Essential Questions that are curated to build knowledge of important concepts across various disciplines including literature and the arts, history/ social studies, and science.

*Arts & Letters* includes four modules per grade level that form a year of instruction. Each module builds on the last, requiring students to analyze and integrate new ideas as they systematically build schema and grow their knowledge.

Level 6

## MODULE 1



**THE GREAT DEPRESSION**  
How do people persevere through hardship?

## MODULE 2



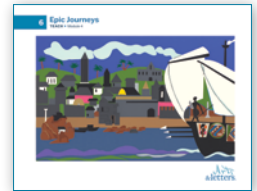
**FREE TO LEARN**  
How do convictions inspire actions?

## MODULE 3



**JADE AND WATER**  
How does tradition influence art?

## MODULE 4

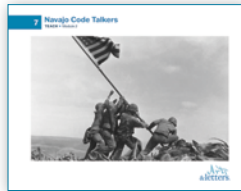


**EPIC JOURNEYS**  
How does the hero's journey endure?

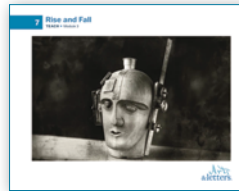
Level 7



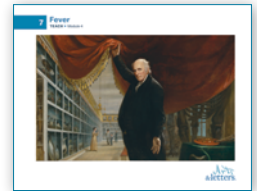
**THE MIDDLE AGES**  
How does society influence a person's future?



**NAVAJO CODE TALKERS**  
How do societies benefit from cultural knowledge?

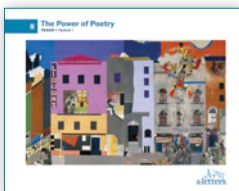


**RISE AND FALL**  
How does literature deepen historical understandings?



**FEVER**  
How can individuals contribute to a collective legacy?

Level 8



**THE POWER OF POETRY**  
What are the intersections between stories and poetry?



**MONTGOMERY**  
What does it mean to move toward justice?



**EXPLORING ANTARCTICA**  
How does exploration affect society?



**SHAKESPEARE'S THEATER**  
How does theater transform human experiences?

# Module Deep Dive | Level 6 Module 2

A closer look at one module reveals the knowledge-building approach that defines *Arts & Letters*.

Each **TEACH** book opens with a summary of the module's knowledge build. Go to the Texts section to find the authentic, knowledge-rich texts at the heart of every module. Texts in *Arts & Letters* were carefully curated to ensure that students not only build knowledge as they read, but also find mirrors of their own experiences and windows into the perspectives and experiences of others.

**1 TEXTS** in a variety of types, genres, and media build knowledge of the module's topic.

**2 VISUAL ART**, such as paintings, photographs, sculptures, and architecture, inspires students to grapple with concepts related to the module's knowledge story and to build cultural knowledge and visual analysis skills.

**3 VIDEOS** and **ARTICLES** build foundational knowledge that supports all students' access to module texts and topics.

**4 KNOWLEDGE THREADS** highlight the interrelationships among texts as well as the knowledge foundational to the culminating End-of-Module Task.

6 | Module 2 | Module Overview

## 1 TEXTS

**Book**

**Literary Nonfiction**

- *I Am Malala: How One Girl Stood Up for Education and Changed the World*, Malala Yousafzai and Patricia McCormick

**Art**

- crown from the Tillya Tepe, Tomb VI, Unknown

**Videos**

- "TED-Ed: How Does the Nobel Prize Work?" TED-Ed
- "Why We Should Invest in Educating Girls," *Financial Times*

**Poetry**

- "The Grass Is Really Like Me," Kishwar Naheed

**Articles**

- "Cost of Not Educating Girls," Malala Fund
- excerpt from *Country Profiles: Pakistan*, Alicia Z. Klepeis
- excerpt from "A Hoard of Gold That Afghanistan Quietly Saved; 2,000-Year-Old Heritage Narrowly Escaped the Taliban," Carlotta Gall
- "Islam," *Britannica Kids*
- "Kishwar Naheed," The South Asian Literary Recordings Project
- "Nobel Lecture," Malala Yousafzai
- excerpt from "Religion and Religious Extremism," George Washington University
- transcript of interview with Benazir Bhutto, Academy of Achievement
- "What Life in Afghanistan Was Like Before the Taliban Takeover," Muzhda Akbari
- excerpt from the Universal Declaration of Human Rights, United Nations Commission on Human Rights








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3

6 | Module 2 | Module Overview




## 4 KNOWLEDGE THREADS

- Malala's environment is shaped by the relationship between culture, religion, and government in Pakistan.
- In some countries, government policy is heavily influenced by religious beliefs.
- All humans deserve to have their basic human rights protected, but in some places those rights are violated.
- The courage of advocates who take risks to stand against injustice often inspires others to advocate for equality as well.
- Free, compulsory education for all children correlates with positive societal outcomes, but in many countries, education is difficult to access, particularly for girls.
- People around the world continue to fight for equality in social, political, and educational spheres.

**MATERIALS AND PREPARATION**

- Module 2 Knowledge Chart
- Module 2 Word Analysis Chart (digital platform)
- Module 2 Question Board
- Module 2 Speaking and Listening Goals 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 the materials used in the module, see the digital platform.

4

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The **MODULE PLAN** tells the story of each arc of lessons, outlining the strategic placement of texts as students build the knowledge they need to complete content-specific assessments.

**1 LESSON ARCS** are defined by the texts that students study. The number of arcs in each module varies depending on the specific demands of the knowledge build.




6 | Module 2 | Module Overview

### MODULE PLAN

**Essential Question** | How do convictions inspire actions?

**1**

Arc A | *I Am Malala*

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Opening Bookend</b> 	<b>Wonder</b> <i>I Am Malala</i> crown from Tillya Tepe	<b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe P	<b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe P	<b>Know</b> excerpt from the Universal Declaration of Human Rights crown from Tillya Tepe	<b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe P 	<b>Know</b> transcript of interview with Benazir Bhutto
<b>Organize</b> <i>I Am Malala</i> P	<b>Reveal</b> <i>I Am Malala</i> P	<b>Distill</b> <i>I Am Malala</i> P	<b>Know</b> <i>I Am Malala</i>	 <b>Reading Comprehension Assessment 1</b>	<b>Responsive Teaching</b>	





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**2 BOOKEND LESSONS** at the beginning and end of each module allow students to build knowledge from resources in their communities and from each other.


**3** Lesson arcs progress through the five **CONTENT STAGES** for reading—Wonder, Organize, Reveal, Distill, and Know. The Content Stages offer a repeatable process for students to comprehend complex text and visual art.

6 | Module 2 | Module Overview

Arc C | *I Am Malala*

<b>Organize</b> <i>I Am Malala</i>	<b>Organize</b> <i>I Am Malala</i> P	<b>Organize</b> <i>I Am Malala</i> P	<b>Reveal</b> <i>I Am Malala</i>	<b>Distill</b> <i>I Am Malala</i> P	<b>Wonder</b> "Nobel Lecture"	<b>Organize</b> "Nobel Lecture" P
<b>Reveal</b> "Nobel Lecture"	<b>Distill</b> "Nobel Lecture"  <b>Module Task 2 completed</b> P 	<b>Know</b> "Nobel Lecture" P	<b>Know</b> "The Grass Is Really Like Me"	<b>Know</b> <i>I Am Malala</i> "What Life in Afghanistan Was Like Before the Taliban Takeover"	 <b>Reading Comprehension Assessment 2</b> 	<b>Responsive Teaching</b>

Module Finale

<b>Know</b> module texts	<b>Know</b> <i>I Am Malala</i>	<b>Know</b> <i>I Am Malala</i>	<b>Know</b> <i>I Am Malala</i>  <b>End-of-Module Task completed</b>	<b>Closing Bookend</b>
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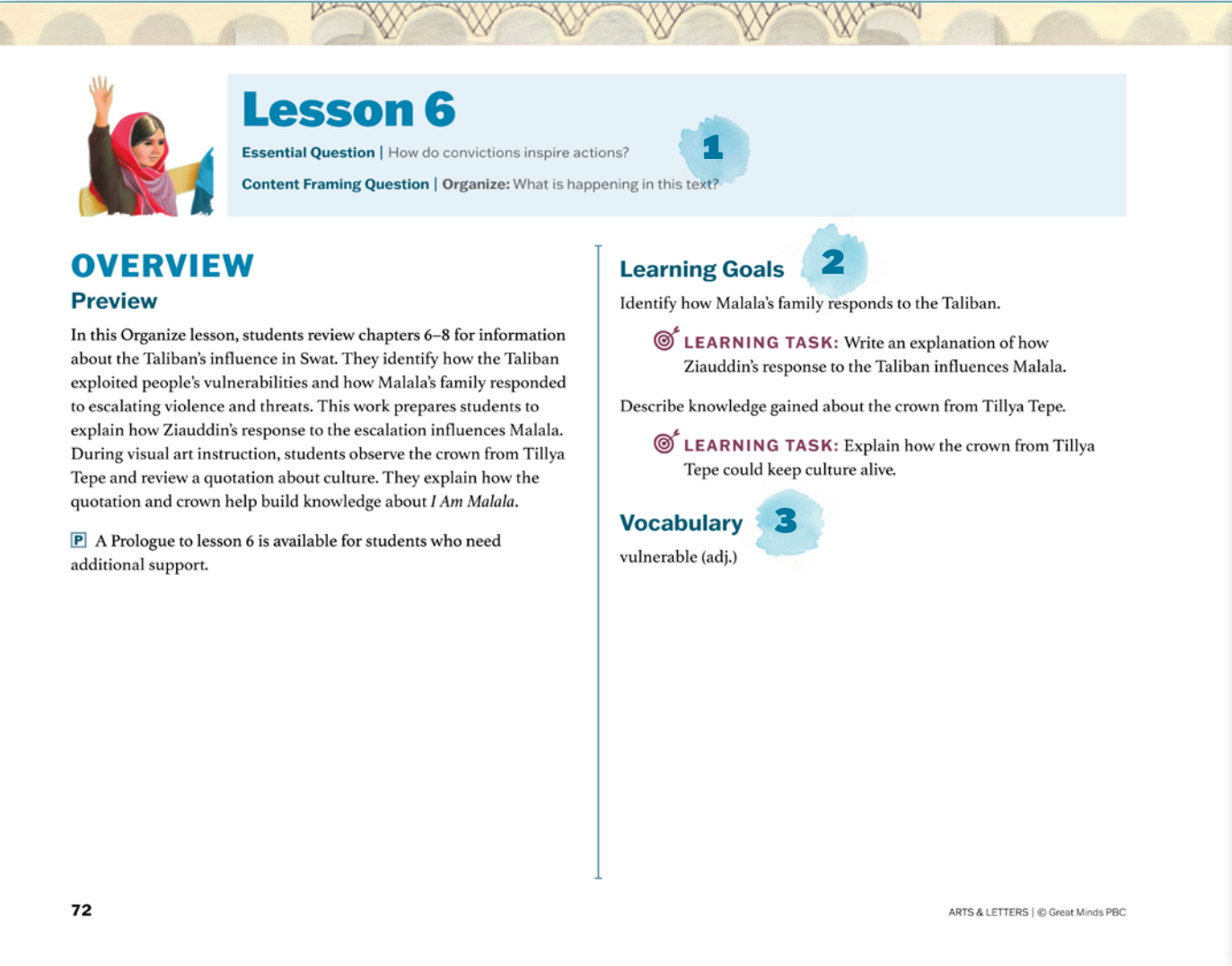
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**4 MODULE TASKS** are designed to strategically build on each other as students synthesize knowledge that prepares them for the culminating **END-OF-MODULE TASK**.

**5 READING COMPREHENSION ASSESSMENTS** allow students to demonstrate their understanding of complex texts. They align with module Knowledge Threads and extend student thinking.

# Lesson Deep Dive | Level 6 Module 2

Take a deep dive into a lesson to see how the user-friendly design and structure of *Arts & Letters* help teachers quickly see each lesson's key elements. Lessons follow a common, predictable design and open with an **EASY-TO-READ LESSON OVERVIEW**.



 **Lesson 6**


**Essential Question** | How do convictions inspire actions? **1**

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

## OVERVIEW


### Preview

In this Organize lesson, students review chapters 6–8 for information about the Taliban's influence in Swat. They identify how the Taliban exploited people's vulnerabilities and how Malala's family responded to escalating violence and threats. This work prepares students to explain how Ziauddin's response to the escalation influences Malala. During visual art instruction, students observe the crown from Tillya Tepe and review a quotation about culture. They explain how the quotation and crown help build knowledge about *I Am Malala*.


 A Prologue to lesson 6 is available for students who need additional support.

### Learning Goals **2**

Identify how Malala's family responds to the Taliban.

 **LEARNING TASK:** Write an explanation of how Ziauddin's response to the Taliban influences Malala.

Describe knowledge gained about the crown from Tillya Tepe.

 **LEARNING TASK:** Explain how the crown from Tillya Tepe could keep culture alive.

### Vocabulary **3**

vulnerable (adj.)

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**1** The **ESSENTIAL QUESTION** ignites students' curiosity about the module topic, and the **CONTENT FRAMING QUESTION** sets students' reading purpose.

**2** **LEARNING GOALS** state what students should know and be able to do by the end of the lesson, and **LEARNING TASKS** describe how goals are assessed.

**3** The **VOCABULARY** section lists terms explicitly taught in the lesson. Vocabulary terms are either related to the module topic, related to the language arts discipline, or come from a module text.

## 4

### Agenda

#### LAUNCH

Read the Content Framing Question

#### LEARN

- **Read:** Identify the Taliban's Influence in *I Am Malala*
- **Respond:** Explain Responses to the Taliban
- **Observe:** Connect the Work of Art to a Quotation

#### LAND

Reflect on Learning

## 5

### Materials

#### TEACHER

- *I Am Malala*
- crown from Tillya Tepe (digital platform)
- Knowledge Card: *vulnerable*

## 6

#### STUDENTS

- *I Am Malala*
- journal
- Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency)
- Knowledge Statements for Module 2 (*Learn* book)

### Preparation

- none

### Follow-Up

## 7

- Students read 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 *I Am Malala*, passage 1 (*Learn* book, Fluency).

**4** Arts & Letters materials feature **UNIQUE VISUAL DESIGN ELEMENTS** that complement the knowledge focus of the module and support student engagement with the topic.

**5 MATERIALS** list the items needed by both the teachers and the students.

**6 KNOWLEDGE CARDS** include an image, a student-friendly definition, and a related sample sentence. They are used to build students' capacity to speak and write about module knowledge.

**7 FOLLOW-UP** lists the ways students prepare for the next lesson.

**ARTS & LETTERS LESSONS** are designed to support teachers as they plan for instruction and student assessment. Each lesson is intended to take 60 minutes and provides teachers with what they need to deliver high-quality instruction, step by step.

6 | Module 2 | Arc A | Lesson 6

**1 LAUNCH** 2 minutes

**2** Read the Content Framing Question

1. Display *I Am Malala*.
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 sections of the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will review chapters 6–8 to identify how the Yousafzai family responded to the Taliban’s escalating violence.

**3 Language Support**

Provide a student-friendly definition for *escalate*. To help students understand the meaning of the term, display a picture of an escalator. Explain that people riding an escalator that goes up get off at a higher level than where they got on.

**4 LEARN** 53 minutes

**Read | Identify the Taliban’s Influence in *I Am Malala* | 30 minutes**

1. Direct attention to the title “Part One: Before the Taliban” in the table of contents. Instruct students to examine the chapter titles in Part One. Ask this question:  
**What do the chapter titles suggest about Malala’s life before the Taliban?**

**Key Ideas**

- “As Free as a Bird,” “Dreams,” and “A Magic Pencil” suggest that Malala’s life is relatively happy and peaceful before the Taliban.
- “A Warning from God” and “The First Direct Threat” suggest early signs that Malala’s life will change in a negative way.

74

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- 1 LAUNCH** sets the focus at the beginning of each lesson.
- The **CONTENT FRAMING QUESTION** establishes a meaningful learning purpose for the lesson.
- LANGUAGE SUPPORT** notes provide language-based scaffolds so that students can devote their cognitive focus to the task at hand, **DIFFERENTIATION SUPPORT** notes give teachers suggestions for how to scaffold instruction to assist students in meeting grade-level expectations, and **DIFFERENTIATION CHALLENGE** notes suggest ways to investigate content and knowledge at a higher level of complexity for students who would benefit from an extension of learning. .
- 4 LEARN** is the heart of the lesson, when students Read; Respond; and Observe, Write, or Declaim.

2. Direct attention to the title “Part Two: A Shadow over Our Valley” in the table of contents. Ask this question:

**5**  **Based on Part One’s title and your reading of chapters 6–8, what might the shadow refer to in this section title?** **6**

Reinforce the correct response: The Taliban is likely the shadow that changes Malala’s life. Explain that throughout chapters 6–8, Malala describes the influence of the Taliban’s extending shadow.

3. Lead students through a Jigsaw to study the following text sections:

- chapter 6
- chapter 7
- chapter 8

**7** Direct students to their journals. Instruct students to work in groups to annotate details about the Taliban and explain what the Taliban does in each chapter. Listen for students to address key ideas in their discussions.

**8** **Key Ideas**  
Chapter 6

- Maulana Fazlullah, a TNSM leader associated with the Taliban who is also known as the Radio Mullah, says that if people do not stop living in a certain way, God will punish them with another earthquake.
- People discuss the fighting in Afghanistan, where Osama bin Laden is protected by al-Qaeda and the Taliban government.
- Fazlullah moves faster after the earthquake. He announces that the Quran forbids schools for girls.

**5** For visibility, **TEACHER LANGUAGE** is called out by the speech icon and blue font.

**6** **QUESTIONING** is a Core Practice that teaches students how to learn from text through inquiry.

**7** **ANNOTATING** is a Core Practice necessary for students to actively read and communicate their understanding of a text.

**8** **KEY IDEAS** recognize and allow for a wide range of student thinking.

**Respond** | Explain Responses to the Taliban | 13 minutes

1. Read aloud the portion of page 53 from “I was the” to “heart was quaking.”
2. Instruct students to Jot–Pair–Share to respond to this prompt:

☞ **Restate the following part of Malala’s quote: “I would hold my head high—even if my heart was quaking.”**

**Key Ideas**

- I’ll be confident in my actions even if I’m afraid.
- Fear won’t keep me from acting.
- The Taliban might threaten me, but I’ll still do what’s right.

**1**

3. **Introduce the learning task.** Instruct students to write in their journals an explanation of how Ziauddin’s response to the Taliban influences Malala.

**2****Analyze Student Progress**

**Monitor:** Do students connect Ziauddin’s activism in the face of danger to Malala’s willingness to act despite her fears?

**Offer Immediate Support:** If students need additional support explaining how Ziauddin’s actions influence Malala, direct attention to the fifth sentence of the third paragraph on page 53, starting with “Besides, I was,” and ask these questions: Why does Malala use the word *dared*? What is risky about Ziauddin’s actions? What is risky about Malala’s decision to wear her *shalwar kamiz*?

**Plan Future Practice:** Students practice explaining how Malala responds to Taliban influences in *I Am Malala* in lesson 8.

**1** The target icon indicates a **LEARNING TASK**—a lesson-level assessment. Learning tasks are content-specific and give students the opportunity to demonstrate knowledge and skills in a low-stakes setting. .

**2 ANALYZE STUDENT PROGRESS** sections give ideas for monitoring and supporting student performance.

3

**LAND** 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:



4

What did you learn today?

5

**Teacher Note**

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

- What did you learn about the Taliban?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

6

**ACHIEVEMENT DESCRIPTORS**

**MM** Make Meaning from Texts

**MM.1.6 Comprehension and Evidence:** MM.1.6.B

**MM.4.6 Individuals, Events, and Ideas:** MM.4.6.C

**MM.5.6 Vocabulary:** MM.5.6.B, MM.5.6.B.b, MM.5.6.B.c, MM.5.6.C

**MM.7.6 Structure:** MM.7.6.C, MM.7.6.D

**MM.12.6 Complexity, Diversity, and Genre:** MM.12.6.B, MM.12.6.B.a, MM.12.6.C, MM.12.6.C.b

**3 LAND** closes the lesson as students reflect on the knowledge they have built and prepare for next steps.

**4** To aid teachers with planning and student guidance, images from the **LEARN** book appear at point of use.

**5 TEACHER NOTES** offer point of use explanations for or reminders of materials, texts, terms, or instructional approaches.

**6 Arts & Letters** instruction and assessments are aligned to Common Core State Standards (CCSS) and **ACHIEVEMENT DESCRIPTORS** (ADs). ADs are detailed descriptions of what students should know and be able to do based on *Arts & Letters* instruction.

# Teach and Learn Together | Level 6 Module 2

In every lesson, students either engage in explicit writing instruction, analyze visual art, or build knowledge of vocabulary and language conventions. Resources in the Writing section of the *Learn* book help students communicate their understanding of complex texts and topics, and instruction in the *Teach* book gives teachers the tools they need to cultivate a supportive, rigorous learning experience.

## TEACH

Level 6 Module 2, Lesson 8

6 | Module 2 | Arc A | Lesson 8

### Write | Identify Painted Essay® Elements | 15 minutes

1. Direct students to the Painted Essay®—Informative, located in the *Learn* book. Assess and activate prior knowledge by instructing students to Jot-Pair-Share to respond to this prompt:

☞ List the elements of the Painted Essay®.

#### Key Ideas

- hook, introduction
- thesis
- proof paragraphs
- so what? conclusion

#### 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.

2. Ask this question:

☞ Why is the Painted Essay® structure helpful?

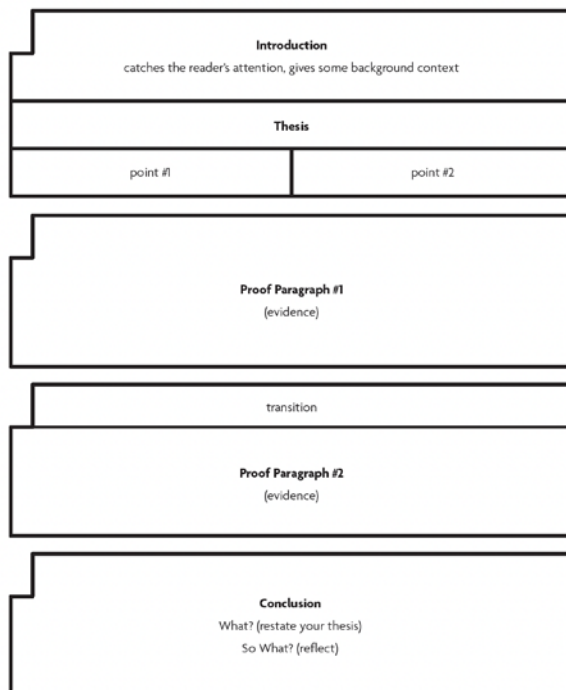


### Painted Essay®—Informative

6 | Module 2 | Writing

Key: ■■■ red, ■■■ green, ■■■ yellow, ■■■ blue

108



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67

## LEARN

Level 6 Module 2, Writing section

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*Arts & Letters* uses predictable tools and protocols for planning, creating, and revising writing. For example, the **PAINTED ESSAY®** helps students structure informative and opinion writing. Using familiar tools and protocols supports students in internalizing the structures and practices necessary for communicating.

Students use graphic organizers to collect text-based evidence throughout the module to support planning for Module and End-of-Module tasks.

**LEARN**

Level 6 Module 2, Writing section

**Evidence Organizer**

**Module Task 1** | Write your thesis statement in the Thesis section. Record your source, evidence, and elaboration for each piece of evidence.

**Prompt:** Why are human rights important? Write an essay to define human rights and explain how each of Malala's parents demonstrated their commitment to the human right to education.

**Thesis:** \_\_\_\_\_

Source	Evidence	Elaboration
<i>I Am Malala</i>	"My father, a simple principal, was taking on the two most powerful and dangerous forces in the country." (49)	Malala's father kept his school running and allowed girls to attend for as long as possible. Because Ziauddin believes that education is a human right, he worked hard to protect that right for the girls at his school.

**Write | Collect Evidence | 20 minutes**

1. Direct students to Module Task 1, located in the *Learn* book. Instruct them to review the prompt with a partner.
2. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Direct attention to the fourth item in the Writing section: uses evidence from *I Am Malala* to support the thesis statement. Explain that they will be collecting evidence to help them determine each point of their thesis statement.
3. Display the class Evidence Organizer for Module Task 1. Remind students that an evidence organizer is a useful tool for writers to organize their thinking and collect evidence to help them determine a thesis. Explain that in this essay students will practice integrating evidence in the form of direct quotes.

**Teacher Note**

Explain that citing, or naming, a source when collecting evidence ensures a source's creator receives credit and readers can locate the source again.

4. Remind students that they have collected evidence from texts in previous levels. Use the sample row to model how to use the columns titled Source and Evidence. Tell students that they will see a third column titled Elaboration, which they will work with in a later lesson.

**Teacher Note**

Remind students to use quotation marks around the titles of articles and to italicize or underline the titles of books.

5. Remind students that by collecting evidence to build knowledge and support their thesis, they are doing research. Remind them that *research* means "careful study to find new knowledge about a subject." Explain that students will complete additional steps of the research process as they build knowledge about this and other topics.

**TEACH**

Level 6 Module 2, Lesson 11

On-target and advanced **WRITING MODELS** help students and teachers understand grade-level expectations and provide examples of how to challenge students appropriately.

6 | Module 2 | Writing

### On-Target Writing Model

Prompt: What does it mean to lead? Write an essay to define *leadership* and explain Benazir Bhutto's motivations and actions as a leader.

The Britannica Dictionary defines leadership as "the power or ability to lead other people." To understand this definition, it is important to know what it means to lead. The definition of lead is "to guide someone to a place especially by going in front" and a leader is "a powerful person who controls or influences what other people do." Leaders are in positions to make big decisions, so they have a responsibility to do what is right. Benazir Bhutto was the first woman to be elected as Prime Minister in an Islamic country. Bhutto was a true leader because she loved her country and wanted to make it better, so she used her leadership position to create positive changes for people in Pakistan.

Bhutto was motivated by her personal experiences to help the people of Pakistan. She wanted to preserve democracy in her homeland.

Notes

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6 | Module 2 | Writing

### Advanced Writing Model

Prompt: What does it mean to lead? Write an essay to define *leadership* and explain Benazir Bhutto's motivations and actions as a leader.

Benazir Bhutto once said, "Ultimately, leadership is about the strength of one's convictions, the ability to endure the punches, and the energy to promote an idea" (Bhutto). The Britannica Dictionary defines leadership as "the power or ability to lead other people," but to understand this definition, it is important to know what it means to lead. The definition of lead is "to guide someone to a place especially by going in front" and a leader is "a powerful person who controls or influences what other people do." Leaders are in positions to make big decisions, so they have a responsibility to do what is right. Benazir Bhutto was the first woman to be elected as Prime Minister in an Islamic country. Bhutto was a true leader because she loved her country and wanted to make it better, so she used her leadership position to create positive

Notes

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73

## LEARN

Level 6 Module 2, Writing section

**INFORMAL WRITING TASKS** support students as they construct meaning from what they read, clarify their thinking, form opinions, and creatively express themselves.

**TEACH**

Level 6 Module 2, Lesson 7

**Write | Read an Informative Essay | 13 minutes**

1. Direct students to the Writing Model for Module 2, located in the *Learn* book. Explain that in this module students will practice informative writing. Tell them that informative writing examines a topic and conveys ideas and information clearly. Explain that students will read an example of an informative essay on the topic of Benazir Bhutto's leadership to deepen their understanding of this type of writing.



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

**Differentiation Challenge**

Some students may be able to write advanced responses. For example, they may be able to use more advanced vocabulary or sophisticated sentence structure. Use the advanced writing model to support instruction for these students.

5. Instruct students to underline the following part of the prompt: explain Benazir Bhutto's motivations and actions as a leader. Ask this question:
  - 💬 **What else does this statement tell us is required for the essay?**

Reinforce the correct response: an explanation of Bhutto's motivations as a leader and Bhutto's actions as a leader.
6. Instruct students to read the introduction of the writing model and annotate details for each of the prompt's requirements.
7. 🎯 **Introduce the learning task.** Instruct students to write a paragraph in their journals explaining how the introduction of the writing model reflects the requirements of the prompt.

**Analyze Student Progress**

**Monitor:** Do students explain how the writing model's prompt connects to its introduction?

**Offer Immediate Support:** If students need additional support explaining the connection between the writing model prompt and introduction, ask them which part of the prompt requires a definition and which requires textual evidence from the book.

**Plan Future Practice:** Students practice examining elements of the writing model in lesson 14.

**Key Ideas**

- definition of leadership reflects the prompt requirement that students need to define the word
- explanation that Bhutto loved her country and wanted to make it better reflects the prompt's requirement to explain Bhutto's motivations as a leader
- introduction of Bhutto making positive changes for the people of Pakistan reflects the prompt's requirement to explain Bhutto's actions as a leader

**TEACH**

Level 6 Module 2, Lesson 9

# Supporting Multilingual Learners with Arts & Letters

Because content and language are most effectively taught when integrated, multilingual learners need to work with complex, grade-level text. **PROLOGUE** is a pre-teaching companion to *Arts & Letters* that offers students with language needs additional support with vocabulary, syntax, and oral language. These language-building preview and practice activities are designed to work in tandem with knowledge-building *Arts & Letters* text sets, Content Stages, vocabulary instruction, and collaborative meaning making. *Prologue* may be implemented in a variety of ways—from one-on-one targeted support to full class—depending on the needs of each classroom.



The image is a screenshot of a page titled 'Prologue to Lesson 6'. At the top, there is a decorative border with a pattern of arches. Below this, there is a blue header with the title 'Prologue to Lesson 6' and an 'Essential Question' box that asks 'How do convictions inspire actions?'. The page is divided into several sections: 1. Overview Preview: A section with a blue circular icon containing the number '1'. It describes how students will examine details about the Taliban's influence in Malala's life. 2. Learning Goal: A section with a blue circular icon containing the number '2'. It states the goal is to examine details about the Taliban's influence and actions in 'I Am Malala'. 3. Language Progress: A section with a blue circular icon containing the number '3'. It explains that students will work on a speaking and listening goal of paraphrasing key ideas. It includes sub-sections for 'Materials' (Teacher and Students) and 'Preparation'. 4. Vocabulary: A section with the heading 'Vocabulary' and the word 'none' listed below it. At the bottom left, there is a page number '24' and a small icon. At the bottom right, there is a copyright notice: 'ARTS &amp; LETTERS | © Great Minds® 2015'.

- 1 The **PREVIEW** shows how the *Prologue* lesson helps students deepen their understanding of the module's topic.
- 2 Each *Prologue* lesson has a content-based **LEARNING GOAL** to support teachers in further narrowing students' areas of need.
- 3 The **LANGUAGE PROGRESS** section provides information about the module language goal that students work toward in the lesson.

**4** Prologue lessons **FRONT-LOAD THE KNOWLEDGE AND LANGUAGE DEMANDS** of the text, a proven-effective support for a variety of learners with language-based learning disabilities.

**5** **LANGUAGE SUPPORT** notes provide recommendations for point-of-use scaffolds or signal to teachers when a vocabulary term has a cognate.

**6** Prologue **TEACHES IMPORTANT VOCABULARY** from the core lessons, both implicitly and explicitly. This helps activate background knowledge as well as preview upcoming content.

**7** **LANGUAGE EXPANSION** notes give teachers idea for ways to encourage students to push their use of language.

**8** Every lesson includes interaction between students and the teacher in which the **TEACHER MODELS RESPONSES** and assists students in sharing their ideas.

**9** Every lesson includes **INSTRUCTIONAL ROUTINES** in which students interact with one another, building oral fluency and confidence.

**10** Prologue prioritizes time to engage in purposeful, skill-building **SPEAKING AND LISTENING INTERACTIONS**.

**4**

#### LAUNCH 5 minutes

##### Build Knowledge About the Taliban

1. Instruct students to Think-Pair-Share to answer this question:

What have you learned about the Taliban in *I Am Malala*?

**5**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

#### Key Ideas

- The Taliban is a religious group in Afghanistan and Pakistan.
- The Taliban doesn't believe girls should go to school.
- The Taliban believes that all people will be punished if they don't believe in Islamic law.

2. Direct students to *I Am Malala*. Direct attention to page 216, and read aloud the word *Taliban* and its definition.

3. Tell students that the word *fundamentalist* means "strictly and literally following a set of rules and laws" and that *movement* means "a series of organized activities in which many people work together to do something." Explain that the Taliban is a militant group that follows their own interpretation of the religion of Islam. Direct attention to the map in the front matter of *I Am Malala*. Point out the location of the Swat Valley. Explain that the Taliban governed Swat at the time Malala and her family lived there.

4. Tell students that they will learn more about the Taliban and its influence on Malala, her family, and everyone in Swat.

#### LEARN 20 minutes

##### Examine Details About the Taliban's Influence

1. Direct attention to page 41, and read aloud the portion of the page from "My father disapproved" to "in them, too." Based on your students' needs, pause to define unknown words (e.g., *instill fear*, *taking advantage of, trauma*). Tell students that "TNSM" is another name for the Taliban in Swat. Explain that Maulana Fazlullah is a Taliban leader.

#### Language Expansion

For students with intermediate English proficiency, direct attention to page 216, and invite them to read the definition for the acronym TNSM.

2. Direct attention to the chapter title in the running head. Ask this question:

What is the Radio Mullah?

#### Language Support

For students with beginning English proficiency, review the glossary terms *imam* and *mullah* on pages 214 and 215. Provide images as needed.

3. Reinforce the correct response: The Radio Mullah is Maulana Fazlullah, a leader of the TNSM.

4. Ask this question:

What does Malala think about the Radio Mullah's followers?

5. Reinforce the correct response: that his followers help people after the earthquake, but then take advantage of those people and their fears.

6. Direct students to the Talking Tool, located in the *Learn* book. Think aloud to model how to respond to peer statements by using sentence frames that support paraphrasing and building on others' ideas: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

7. Read aloud the portion of page 41 from "Soon Fazlullah's attacks" to "see through walls." Based on your students' needs, pause to define unknown words (e.g., *campaigning, publicly, sinful, spoken out*).

8. Instruct students to Think-Pair-Share to answer this question:

What do you think Malala means by saying that the Radio Mullah and his men "could see through walls"?

#### Key Ideas

- The Radio Mullah and his men are spying on people.
- The people of Swat feel that they have no privacy.

9. Instruct students to paraphrase and build on each other's responses by using these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

10. Direct attention to page 43, and read aloud the portion of the page from "But when I" to "the Holy Quran." Based on your students' needs, pause to define unknown words (e.g., *huddled, sanctuary, sermon*).

11. Invite a student to look up *haram* on page 204 and read aloud the definition. Instruct students to Think-Pair-Share to answer this question:

What does the Radio Mullah say about schools?

12. Reinforce the correct response: He says that schools for girls are forbidden.

13. Instruct students to paraphrase and build on each other's responses by using these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

14. Instruct students to partner read the portion of page 43 from "He was only" to "the days ahead." Instruct them to Think-Pair-Share to answer this question:

What does the Radio Mullah intend to do in the future?

15. Reinforce the correct response: He intends to strengthen his campaign against schools for girls.

#### LAND 5 minutes

##### Demonstrate Learning

1. **Introduce the learning task.** Instruct students to work with a partner to discuss how they think the Radio Mullah's actions will affect Malala's life.

#### Analyze Student Progress

**Monitor:** Do students describe how Malala's life will change?

**Offer Immediate Support:** If students need additional support describing how Malala's life will change, show images of Malala in school and with her classmates and awards to emphasize how important education is in her life.

**10**

2. Instruct students to paraphrase and build on each other's responses by using these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

3. Invite a few students to share their responses, and reinforce the correct response: Her school will close, and she won't be able to attend school.

4. Summarize that the Taliban's influence and actions affect Malala, her family, and everyone living in Swat.

**6**

**7**

**8**

#### Sample Think Aloud

I hear you say that Malala thought that the Radio Mullah's followers were helpful after the earthquake. To build on that idea, I'll add that even though his followers were helpful, they took advantage of people's fears.



# Professional Learning

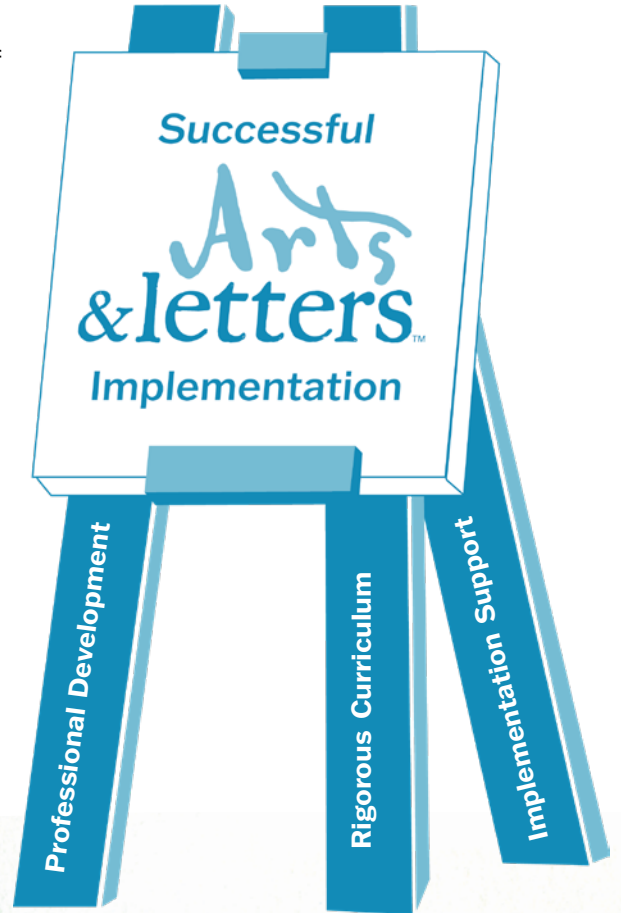
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