

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

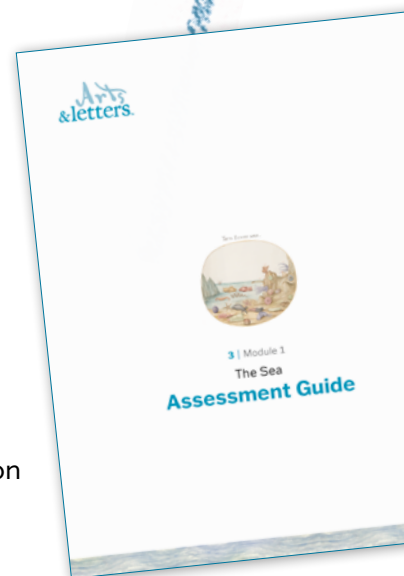
Vocabulary

- Integrated into lesson activities
- Balance of breadth and depth



Assessment

- Coherent and multifaceted
- Tightly aligned with instruction



Ledge

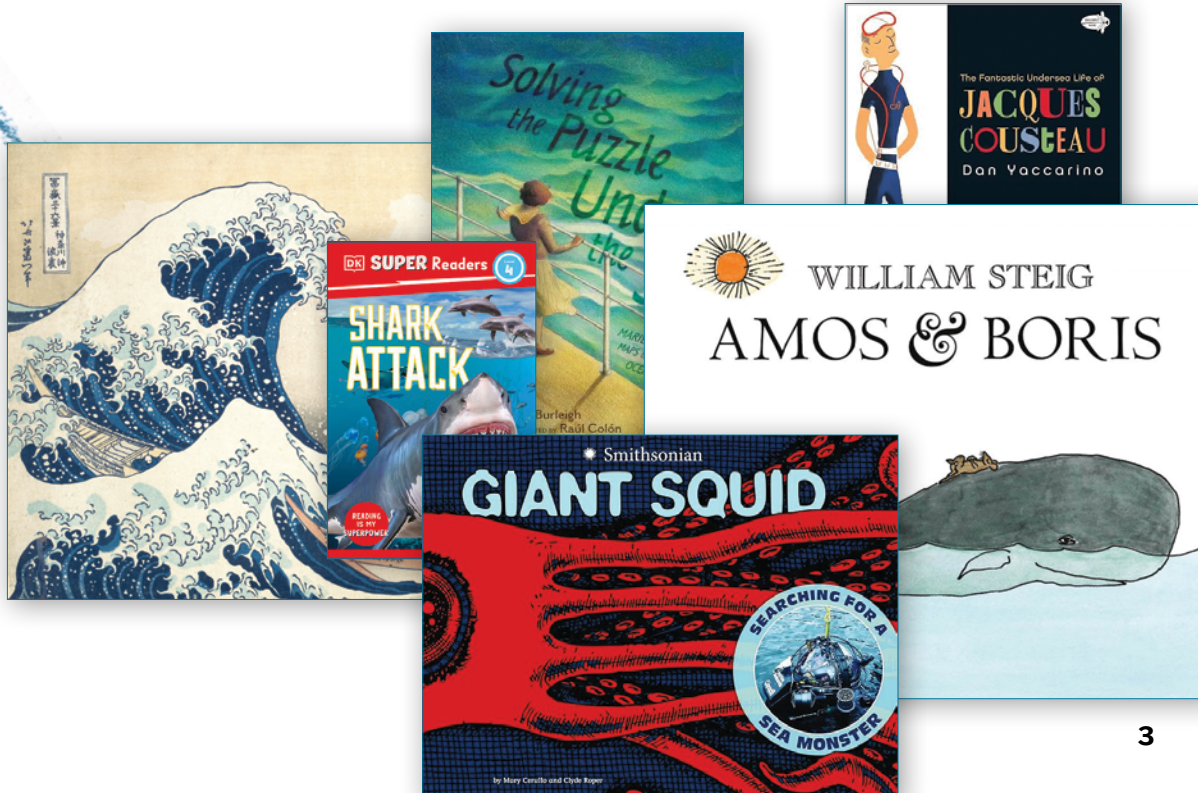


Writing

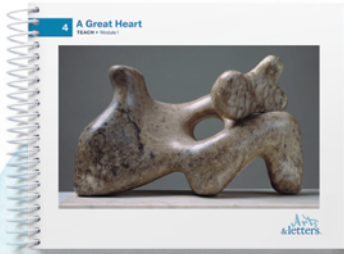
- Explicit, text-based writing instruction
- Predictable tools and protocols for planning, creating, and revising

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.



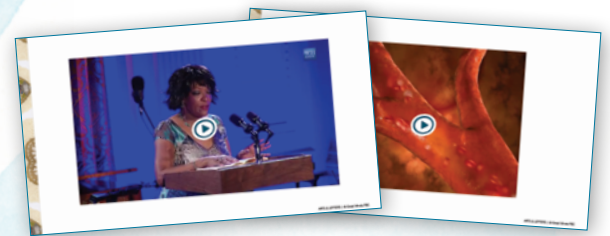
LEARN books—the Arts & Letters student workbook—include articles, poems, graphic organizers and other materials to support engagement and learning.



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 3

MODULE 1



THE SEA
How do people explore the sea?

MODULE 2



OUTER SPACE
How do people learn about space?

MODULE 3



A NEW HOME
How do stories help us understand immigrants' experiences?

MODULE 4



ARTISTS MAKE ART
What is art?

Level 4



A GREAT HEART
What does having a great heart mean?



MYTHS AND ENDURING STORIES
What do people learn from myths and stories?



THE AMERICAN REVOLUTION
How does the pursuit of freedom inspire people's actions?



LET'S PLAY BALL
How can individuals contribute to a collective legacy?

Level 5



HANDED DOWN
How do communities sustain their culture?



EXTREME SETTINGS
How does an extreme setting affect a person?



WORDPLAY
How and why do writers play with words?



WINDY CITY POETRY
What is the value of poetry?

Module Deep Dive | Level 4 Module 1

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 Arts & Letters MORE VIDEOS build foundational knowledge that supports all students' access to module texts and topics.

3 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.

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

4 | Module 1 | Module Overview

1 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

2 Videos

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

3 Art

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

Blog

- "The Legacy of Walter Dean Myers," Anne Rouyer



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4 | Module 1 | Module Overview



4 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.



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.

4 | Module 1 | Module Overview

MODULE PLAN

Essential Question | What does having a great heart mean?

KEY
 = assessment
 = Prologue lesson

1 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> <input type="checkbox"/>	Lesson 4 Reveal "Heart to Heart" <i>Mother and Child</i> <input type="checkbox"/>	Lesson 5 Distill "Heart to Heart" <i>Mother and Child</i> <input type="checkbox"/>	Lesson 6 Know "Heart to Heart" <i>Mother and Child</i>
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Arc B | *The Circulatory Story*

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

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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.

4 | Module 1 | Module Overview

Arc E | *Love That Dog*

Lesson 26 Wonder <i>Love That Dog</i>	Lesson 27 Organize <i>Love That Dog</i> <input type="checkbox"/>	Lesson 28 Organize <i>Love That Dog</i> <input type="checkbox"/>	Lesson 29 Reveal <i>Love That Dog</i> <input type="checkbox"/> Module Task 3 completed <input type="checkbox"/>	Lesson 30 Organize <i>Love That Dog</i>	Lesson 31 Reveal <i>Love That Dog</i> <input type="checkbox"/>	Lesson 32 Distill <i>Love That Dog</i> <input type="checkbox"/>
Lesson 33 Know <i>Love That Dog</i> "Love That Boy"	Lesson 34 <input type="checkbox"/> 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 <input type="checkbox"/> End-of-Module Task completed	Lesson 40 Closing Bookend
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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.

Lesson Deep Dive | Level 4 Module 1

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 4

Essential Question | What does having a great heart mean?

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

1

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 **2**

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 **3**

figurative (adj.)
idiom (n.)
literal (adj.)
negative space

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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:** 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

5

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

7

- 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.

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.

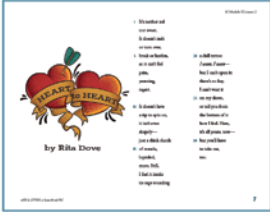
ARTS & LETTERS LESSONS are designed to support teachers as they plan for instruction and student assessment. Each lesson is intended to take 60 minutes and provides teachers with what they need to deliver high-quality instruction, step by step.

4 | Module 1 | Arc A | Lesson 4

1 LAUNCH 2 minutes

2 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.



3

4 LEARN 53 minutes

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

1. Display the Fluency Reference Chart. Direct attention to the term *fluently*. 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.

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1 LAUNCH sets the focus at the beginning of each lesson.

2 The **CONTENT FRAMING QUESTION** establishes a meaningful learning purpose for the lesson.

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

4 LEARN is the heart of the lesson, when students Read, Respond, and Observe or Write.

5 In each module’s opening lessons, students engage in explicit **FLUENCY** instruction, allowing for deeper comprehension of text read independently.


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

6  **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?

7

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.

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

7 DIFFERENTIATION SUPPORT notes give teachers suggestions for how to scaffold instruction to assist students in meeting grade-level expectations, **LANGUAGE SUPPORT** provide language-based scaffolds so that students can devote their cognitive focus to the task at hand, 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.

6. Ask this question:

1


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

2

3

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?

4

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.

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

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

3 The target icon indicates a **LEARNING TASK**—a lesson-level assessment.

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

LAND 5 minutes

5

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.

6 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

7

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

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

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

7 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 4 Module 1

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.

4 | Module 1 | Arc B | Lesson 9

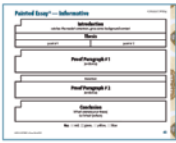
13. Instruct students to Think-Pair-Share to answer this question:

💬 **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.

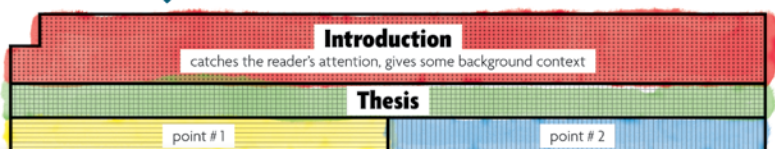
17. Explain that the next two paragraphs develop with evidence the two points that support the thesis. They are called proof paragraphs 1 and 2. Point out that the first sentence of proof paragraph 2 starts with a transition, which signals a change from the first point to the second. Instruct students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

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TEACH
Level 4 Module 1, Lesson 9

REFERENCE CHART
found in *Teach*

Painted Essay® — Informative 4 | Module 1 | Reference Charts

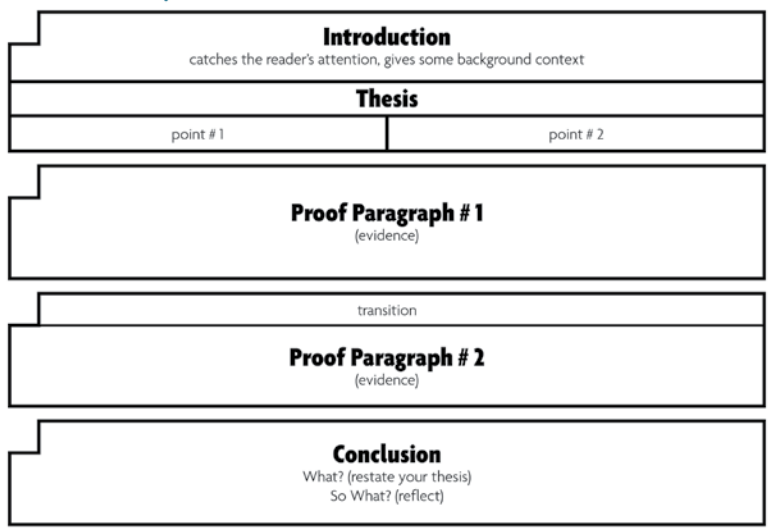


Introduction
catches the reader's attention, gives some background context

Thesis

point # 1 point # 2

Painted Essay® — Informative 4 | Module 1 | Writing



Introduction
catches the reader's attention, gives some background context

Thesis

point # 1 point # 2

Proof Paragraph # 1
(evidence)

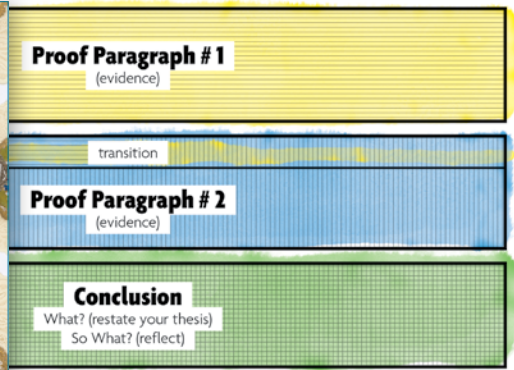
transition

Proof Paragraph # 2
(evidence)

Conclusion
What? (restate your thesis)
So What? (reflect)

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

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Proof Paragraph # 1
(evidence)

transition

Proof Paragraph # 2
(evidence)

Conclusion
What? (restate your thesis)
So What? (reflect)

Key: ■■■ red, ■■■ green, ■■■ yellow, ■■■ blue 425

LEARN
Level 4 Module 1, Writing section

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.

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

LEARN

Level 4 Module 1, Writing section

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

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.

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?**

TEACH

Level 4 Module 1, Lesson 12

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 <ul style="list-style-type: none"> The Circulatory Story page 9 	Key Ideas <ul style="list-style-type: none"> simile 	Key Ideas <ul style="list-style-type: none"> The heart is like a divided highway. 	Key Ideas <ul style="list-style-type: none"> The septum is like a divider on a highway and keeps blood flowing in the correct direction.
Key Ideas <ul style="list-style-type: none"> The Circulatory Story page 10 	Key Ideas <ul style="list-style-type: none"> metaphor 	Key Ideas <ul style="list-style-type: none"> The chambers of the heart are rooms in a house. 	Key Ideas <ul style="list-style-type: none"> This shows that the chambers of the heart are separate like the rooms in a house.

ANNOTATED PAGES

Teachers can access a teacher version of *Learn*, annotated with Key Ideas.

On-Target Writing Model

4 | Module 1 | Writing

Prompt: How does the author of "Heart to Heart" use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of "Heart to Heart," uses literal and figurative language to describe the human heart. She uses literal language to describe what the heart looks like and figurative language to describe what it feels like to have a heart.

Rita Dove uses literal language to describe how a heart looks. In the second stanza, she mentions that the heart is made of muscle. A heart is

a muscle that pumps blood. Also, she describes the heart as lopsided. The human heart is not symmetrical like a heart on a greeting card.

In addition, Dove uses figurative language to describe the experience of having a heart. She says that a heart is in a cage. This means that the feelings within a heart are trapped. She also uses figurative language to describe how a heart cannot be opened. A heart that is closed cannot share feelings.

The author of "Heart to Heart" uses literal and figurative language to describe the heart. This helps readers understand that the heart has different meanings.

Notes 

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Advanced Writing Model

4 | Module 1 | Writing

Prompt: How does the author of "Heart to Heart" use literal and figurative language to describe the human heart?

How would you describe a heart? Rita Dove, who is the author of "Heart to Heart," uses literal and figurative language to describe the human heart. She uses literal language to describe the appearance of the heart and figurative language to describe the experience of having a heart.

Rita Dove uses literal language to describe the appearance of the heart. In the second stanza, she mentions that the heart is made of muscle. This is literal language that means exactly what it says. A heart is a muscle that pumps blood. She also describes the heart as lopsided. This is another literal description because a human heart is not symmetrical like a heart on a greeting card.

In addition to describing the heart by using literal language, Dove uses figurative language to describe the experience of having a heart. She says in the second stanza that a heart is in a cage. This means that the feelings within a heart are trapped. She also uses figurative language when she says that a heart cannot be opened. This idiom means that a heart that is closed cannot share feelings.

Notes 

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LEARN

Level 4 Module 1, Writing section

4 | Module 1 | Arc B | Lesson 8

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.

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



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

TEACH

Level 4 Module 1, Lesson 9

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INFORMAL WRITING TASKS

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

TEACH

Level 4 Module 1, Lesson 8

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.

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:

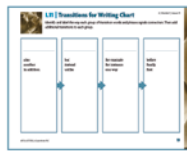
🗣️ **How does the writer signal a connection between the ideas in proof paragraph 1 and the ideas in proof paragraph 2?**

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:

🗣️ **What do these words and phrases have in common?**

Reinforce the correct response: These words and phrases all signal that 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.

Writing resources in the **LEARN** book help students organize and refine their thinking.

LEARN

Level 4 Module 1

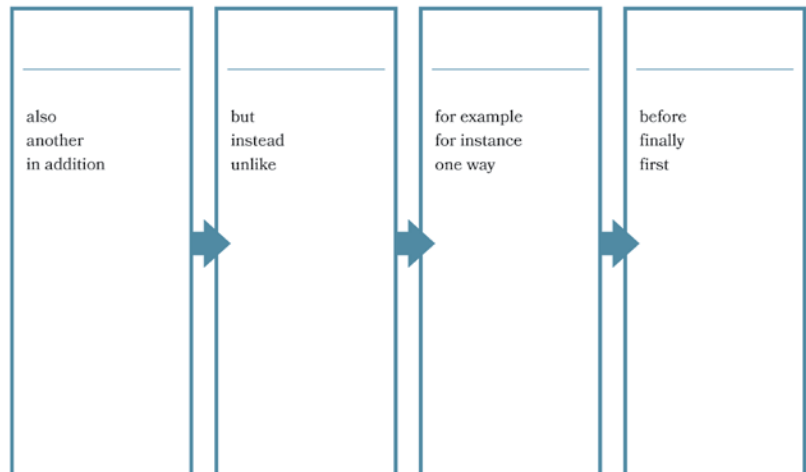
TEACH

Level 4 Module 1, Lesson 9



L11 | Transitions for Writing Chart

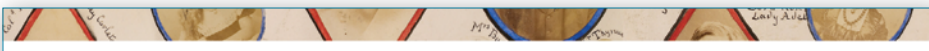
Identify and label the way each group of transition words and phrases signals connection. Then add additional transitions to each group.



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.





Prologue to Lesson 4

Essential Question | What does having a great heart mean?

1 OVERVIEW

Preview

Students distinguish between literal and figurative language. As they discuss heart-related idioms, students practice writing in complete sentences. This work prepares students to discuss idioms in lesson 4.

2 Learning Goal

Explain the meaning of heart-related idioms.

🎯 **LEARNING TASK:** Use a heart-related idiom in a sentence.

3 Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Write in complete sentences.

To support students with beginning English proficiency, model the difference between phrases and complete sentences. Point out the subject and predicate in the sentences. To support students with intermediate English proficiency, prompt them to expand their sentences with more details by asking questions such as *how?* *why?* or *when?*

Vocabulary

figurative (adj.)
heart (n.)
literal (adj.)

Materials

TEACHER

- Knowledge Cards: *heart, literal, figurative*
- image of key to my heart (digital platform)

STUDENTS

- Idioms, Sentences, and Meanings Chart (*Prologue Student Resources* appendix)

Preparation

- none

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- 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.

7 Every lesson includes interaction between students and the teacher in which the teacher models responses and assists students in **SHARING THEIR IDEAS**.

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

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

4 LAUNCH 5 minutes

Practice Vocabulary

1. Draw a symbol of a heart with a crooked line down the middle of it. Ask this question:

🗣️ **What does this drawing mean?**

2. Reinforce the correct response: a broken heart.

3. Ask this question:

🗣️ **What does it mean to have a broken heart?**

Key Ideas

- you feel sad
- someone hurt your feelings

4. Introduce the vocabulary term *heart* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

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

5. Direct attention to the image on the Knowledge Card. Instruct students to Think-Pair-Share to answer this question:

🗣️ **How is the heart on this card different from the drawing of a broken heart?**

5 LANGUAGE SUPPORT

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

Key Ideas

- The heart on this card shows the organ inside the body, but the drawing does not show a real heart.
- The drawing can mean a real heart or feelings such as love or pain, but the card only shows the organ inside the body.

6. Tell students that they will learn about different ways to describe the heart.

LEARN 20 minutes

Illustrate Idioms

1. Introduce the vocabulary terms *literal* and *figurative* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.

Language Support

The terms *literal* and *figurative* have Spanish cognates: *literal* and *figurado*. Share these language connections with students whose home language is Spanish.



Definitions

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



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

2. Direct attention to the Knowledge Card for *heart*. Explain that the heart inside a body is a literal heart because it is the physical organ that pumps blood. Tell students that using the word *heart* to describe someone's feelings or character is a figurative use of the term because this type of heart does not refer to the actual organ.

3. Display and direct students to the Idioms, Sentences, and Meanings Chart. Explain that idioms are a type of figurative language. Direct attention to the idiom *a broken heart* in the Idioms column of the chart. Remind students that they already discussed the meaning of this idiom.

Idiom	Sentence	Meaning
a broken heart	She has a broken heart because she was dumped.	feeling sad because someone you love has left you
key to my heart	That key is the key to my heart.	something that makes you love someone
melts my heart	That song melts my heart.	something that makes you feel love
heart of stone	He has a heart of stone.	not feeling love or sympathy
heart of gold	She has a heart of gold.	being very kind and generous
heart of a lion	He has a heart of a lion.	being very brave
heart of a dog	She has a heart of a dog.	being very loyal
heart of a cat	He has a heart of a cat.	being very independent
heart of a rabbit	She has a heart of a rabbit.	being very nervous
heart of a mouse	He has a heart of a mouse.	being very shy
heart of a chicken	She has a heart of a chicken.	being very cowardly
heart of a snake	He has a heart of a snake.	being very evil
heart of a pig	She has a heart of a pig.	being very greedy
heart of a bear	He has a heart of a bear.	being very strong
heart of a tiger	She has a heart of a tiger.	being very fierce
heart of a lion	He has a heart of a lion.	being very brave
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heart of a pig	She has a heart of a pig.	being very greedy
heart of a bear	He has a heart of a bear.	being very strong
heart of a tiger	She has a heart of a tiger.	being very fierce

Teacher Note

You may invite students to share a common idiom in their home language.

4. Explain that forms of the idioms on the chart are in the poem "Heart to Heart." Tell students that discussing these idioms will help them better understand the poem.

5. Direct attention to the idiom *key to my heart*. Display the image of key to my heart. Ask this question:

🗣️ **Does a heart literally have a keyhole for a key?**

6. Reinforce the correct response: no.

7. Think aloud to model how to understand the meaning of the idiom *key to my heart*.

8. Explain that when you read aloud and then students say or read aloud the same text after you, they are Echo Reading. Practice this routine by reading aloud the sentence and the meaning for the idiom *key to my heart* and instructing students to echo you.

9. Direct students to the idiom *melts my heart*. Echo Read the sample sentence. Ask this question:

🗣️ **Can my heart literally melt?**

10. Reinforce the correct response: no.

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

🗣️ **What does the idiom *melts my heart* mean in your own words?**

Language Support

For students with beginning English proficiency, prompt them to describe how they feel when they see a cute animal, or provide other examples to clarify the meaning.

12. Pair students, and assign them one of the remaining idioms from the chart. Echo Read the idiom, sentence, and meaning with each pair. Instruct pairs to work together to write a new sentence that includes the idiom. Then instruct pairs to draw a picture to illustrate the meaning of their sentence.

Language Expansion

For students with intermediate English proficiency, prompt them to explain how they determined the meaning of the idiom.

13. Invite a few students to share their drawings.

8

LAND 5 minutes

Demonstrate Learning

1. 🎯 **Introduce the learning task.** Instruct students to write a sentence using the idiom *a broken heart*.

Language Support

For students with beginning English proficiency, provide this sentence frame: I had a broken heart when _____.

Analyze Student Progress

Monitor: Do students correctly use the idiom to describe an example of feeling sad?

Offer Immediate Support: If students need additional support using the idiom in a sentence, review the sample sentence on the chart.

2. Invite a few students to share their sentences.

3. Summarize that writers use figurative language, including idioms, to explain concepts or feelings and to make their writing more interesting.

7

Sample Think Aloud

This idiom makes it sound like there is a key that can open my heart, as if my heart, like a door, has a keyhole. But I know this is not true. I need to think about the figurative meaning of heart and my feelings. I think this idiom means that there is a way to unlock love, or make me feel love.



Professional Learning

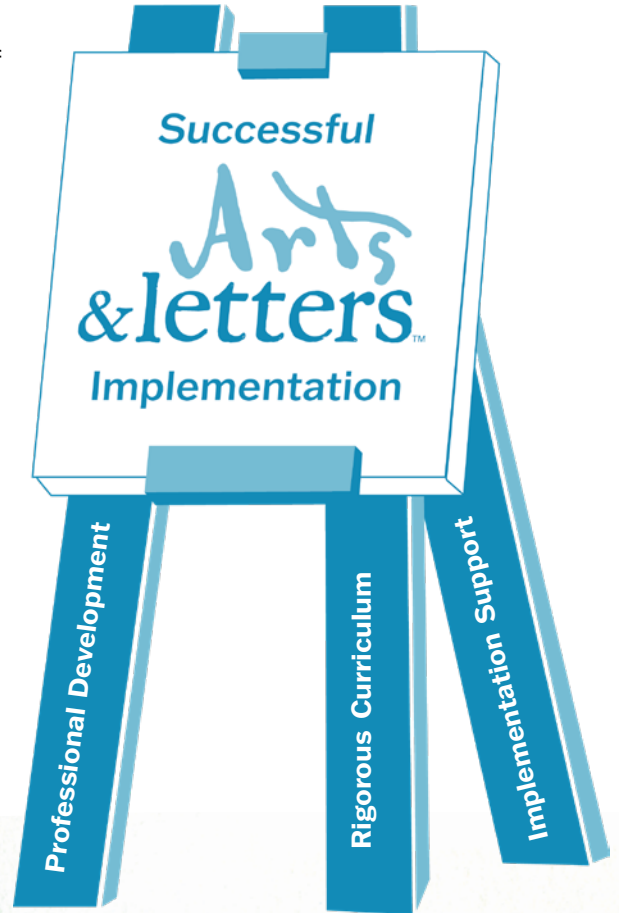
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