

Reading the Masters

Reading, Writing, and Language Arts through Arts
Integration Using Masterpiece Works of Art

Chris VanAllsburg

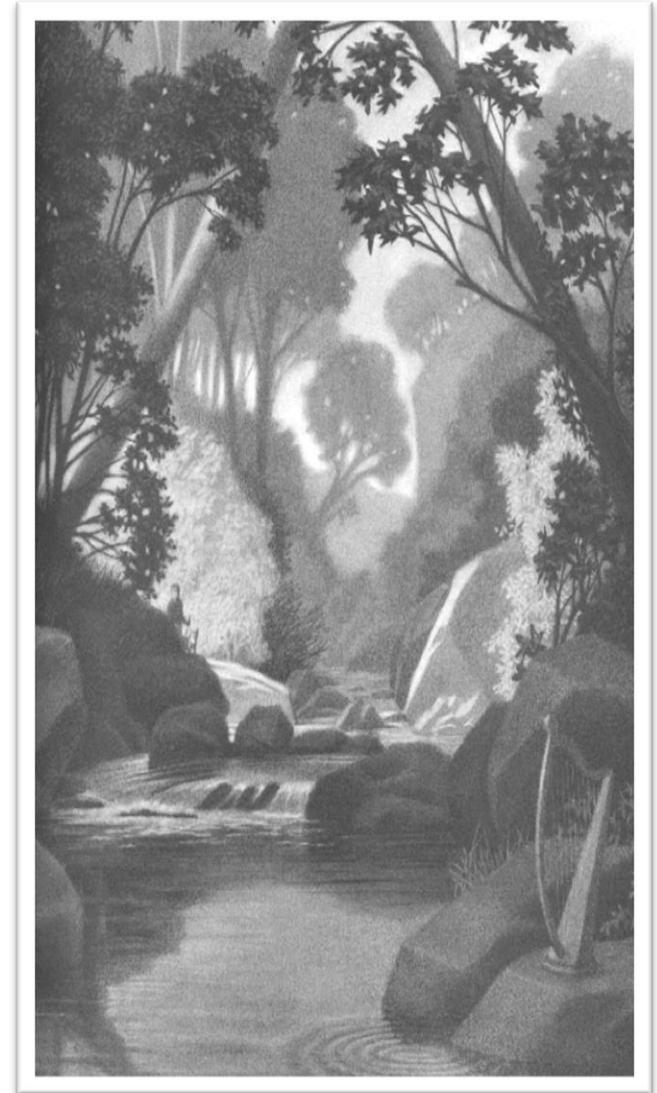
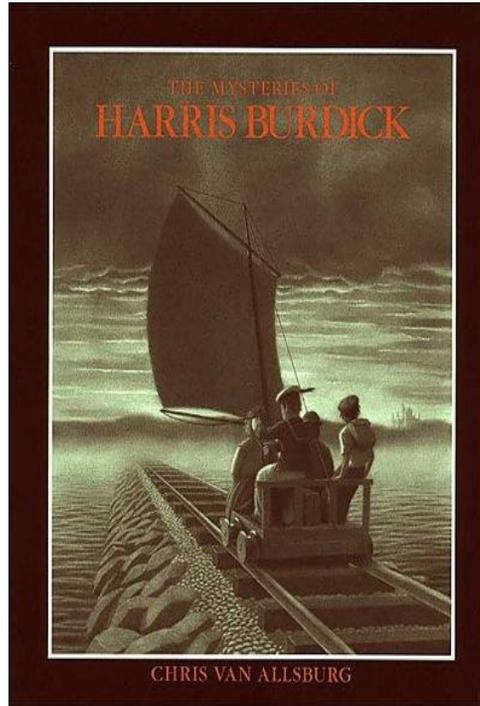
Robyne D. Batson Ed.D and Karyne R. Batson

Infusing Informational Text in Instruction

Author and Artist

Chris Van Allsburg

Chris Van Allsburg is the winner of two Caldecott Medals, for *Jumanji* and *The Polar Express*, as well as the recipient of a Caldecott Honor Book for *The Garden of Abdul Gasazi*. The author and illustrator of numerous picture books for children, he has also been awarded the Regina Medal for lifetime achievement in children's literature. In 1982, *Jumanji* was nominated for a National Book Award and in 1996, it was made into a popular feature film. Chris Van Allsburg was formerly an instructor at the Rhode Island School of Design. He lives in Rhode Island with his wife and two children.

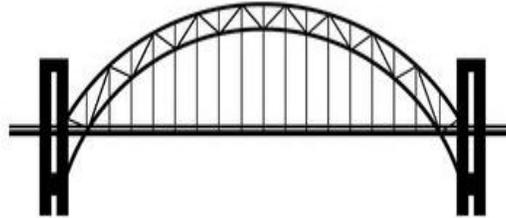


Thinking Routine
3-2-1 Bridge



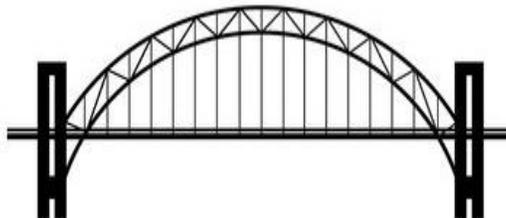
Title/Topic _____
Author/Artist _____

3 Words



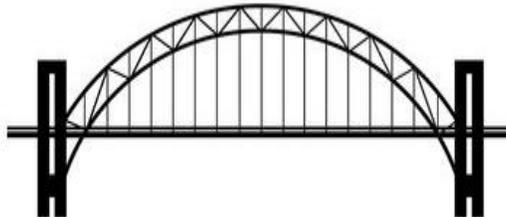
3 Words

2 Questions



2 Questions

1 Analogy, Simile or Metaphor

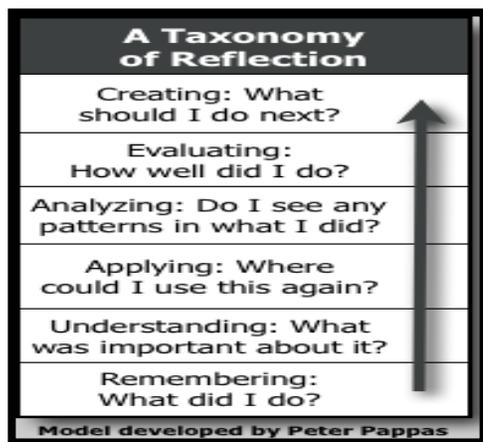


1 Analogy, Simile or Metaphor

CLOSE READING

- Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.
- Directing student attention on the text itself empowers students to understand the central ideas and key supporting details.
- It also enables students to reflect on the meanings of individual words and sentences, the order in which sentences unfold, and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

(PARCC, 2011, p. 7)



Applying Bloom's Taxonomy in Your Classroom

1. REMEMBER

Students are expected to retrieve information from memory, but aren't expected to change it in any way.

In-Class Instruction
Students memorize a definition of an associative property.

Assessment
Students are given a multiple choice question and asked to recognize the answer, or are asked to recall the answer and fill in a blank.

2. UNDERSTAND

Students are building new connections in their minds.

In-Class Instruction
Students identify the key characteristics needed for an organism to survive in a particular ecosystem.

Assessment
When given the description of a fictitious animal, students explain whether the animal will survive in a given ecosystem.

3. APPLY

Certain procedures or steps are expected to be followed in order to answer new problems.

In-Class Instruction
Students learn about Newton's three laws.

Assessment
Students are asked to examine the information about a car crash and determine which if any of Newton's laws apply to the situation.

4. ANALYZE

Students utilize lower-level thinking skills to identify key elements and examine each part.

In-Class Instruction
Students read a student lab report and identify the evidence to support the finding.

Assessment
Read the results of the scientific study and find supporting statements for each conclusion or finding.

5. EVALUATE

Informational sources are examined to assess their quality and decisions are made based on identified criteria.

In-Class Instruction
Students read about the physical effects of exercise on humans.

Assessment
Read an article about a famous athlete. Identify one piece of information in the article that fails to support the author's case that hard work was the main reason for the athlete's exceptional athletic skills.

6. CREATE new!

Learners organize information in a new or different way.

In-Class Instruction
Students research the role of economics in business.

Assessment
Students brainstorm reasons for a problem and generate suggested solutions, and design and implement a campaign designed to solve the identified problem.

Adapted from *Assessing Critical Thinking in Middle and High Schools: Meeting the Common Core* and *Assessing Critical Thinking in Elementary Schools: Meeting the Common Core* by Rebecca Stobaugh



www.eyeoneducation.com

THREE SPECIFIC MEASURES - TEXT COMPLEXITY

* Qualitative evaluation of the text

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

* Quantitative evaluation of the text

Readability measures and other scores of text complexity

* Matching reader to text and task

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)



TEXT DEPENDENT QUESTIONS

- Can only be answered correctly by close reading of the text.
- Demand careful attention to the text.
- Requires understanding beyond recalling facts.
- Often requires inference.
- Do not depend on information from outside sources.
- Allow students to gather evidence and build knowledge.
- Provide access to increasing levels of complex text.
- Call for careful and thoughtful teacher preparation.

Close Reading Process: For Teachers

Purpose: Share purpose of reading the text, "We are reading to find out _____", but do not frontload any information (no vocabulary, connections to today, etc.)

1st Read: Students read independently while annotating (see annotations handout)

- Main purpose of the first read is *Key Ideas and Details* or "What does it say?"
- Partners meet to talk about text, clarify meaning/gist of the piece, check for confusion

2nd Read: Share purpose of reading the text by focusing on the text dependent question for the second read. Then teacher reads the text to the class while students annotate.

- Main purpose of the second read is the *Craft and Structure of the piece*, or "How does it work?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

3rd Read: Share purpose of reading the text by focusing on the text dependent question(s) for the third read. Students read independently or with their partner while annotating.

- Main purpose of the third read is the *Integration of Knowledge and Ideas* or "What does it mean?"
- Partners meet to discuss answer and to find evidence in the text.
- Write down answers to record.
- Discuss answers as a whole class.

© The Teacher Next Door

Does careful and purposeful reading

A Close Reader...

Works Like a DETECTIVE



Reflects

Focuses on:

1. The author's purpose
2. What the author **says**
3. How the text **flows**
4. What the words **mean**
5. What the **structure** of the text tells them.

Reads and Rereads
the whole text

Uses Text Evidence to
support their thinking

The River of Life

On its way across South America, the Amazon River flows through the largest rain forest in the world. A rain forest is a dense forest that has a lot of rainfall and warm temperatures all year round. The Amazon rain forest is almost as big as the continent of Australia. Scientists say about 80,000 different types of trees and plants can be found in the Amazon rain forest. More kinds of fish live in the Amazon River than in the Atlantic Ocean. The river flows through forests that are home to jaguars, armadillos, snakes, monkeys, crocodiles, and anteaters. Along the river live about 170 different groups of native people.

(Taken from “The River of Life” article for 3rd graders by Read Works)

Annotation (one example)

1st Read – Students read independently without any front loading.

Circle vocabulary that is new or not as familiar.

2nd Read – Teacher reads orally. Students will put a smiley face beside anything that they understand.



3rd Read – Call on direct students to read a paragraph or sentence. Students will write a question mark beside something that they do not understand or something that they want to know more about.



SRSD Informative/Expository Writing Model using the POW+TIDE Pneumonic

(Using the 4th grade readworks.org passage “Rain Forest Rescue”)

Teaching Plan:

Day 1: Assign students a “dry write” with little to no support to get a true idea of what they already know.

Day 2: Score the essays and teach students the POW+TIDE

Day 3: Show students an exemplar essay and color code it/score it/put it in the graphic organizer using “caveman talk.” (green for topic sentence, yellow for important details, red for ending)

Day 4: Show them a weak example and color code and score the weak example.

Day 5: Re-read the text with a teacher think aloud and look at the new prompt. Collaborate using the graphic organizer and then do a collaborative write.

“Rain Forest Rescue”

Prompt: Why did the Brazilian government choose to place the area of land mentioned in this passage under its environmental protection?

Alternative prompt: What positive outcomes does the article state will result from this conservation initiative?

Strong Example:

Brazil has placed an area of the Amazon rain forest under its government’s protection. Environmentalists state that this area of the world is very diverse with large variety of plants and animals that will now be safe. Before this reservation, deforestation was destroying this region at an alarming rate! The president of Conservation International, Russell Mittermeier said, “If any tropical rain forest on Earth remains intact a century from now, it will be this portion.” When the Brazilian government made this area of rain forest off limits to the public it is helping to stop deforestation, promote biodiversity and conserve rain forests.

Weak Example:

The Brazilian government chose to place the area of land mentioned in this passage under its environmental protection. It preserves the forest for the future. Officials were especially concerned about preserving the forests and the biodiversity and the deforestation. It’s also important that people can see the forests so that they can appreciate the plants and animals. Maybe they will make a movie about it someday.

P-Pull apart the prompt O-Organize my notes W-Write and say more + T-Topic Sentence ID-Important Detail E-Ending
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P.O.W. + TIDE

Prompt:	T Topic Sentence	
	ID Important Detail	
	ID Important Detail	
	ID Important Detail	
	E Ending Sentence	



Internet Resources

<http://www.readworks.org/>

<http://rbatson7.wix.com/readingthemasters>

<http://rbatson7.wix.com/readingthemasters#!tipton-countys-3rd-grade-plc-2014/cqv> {Created Especially for YOU!}

Close Reading – Lesson Plans

- http://tncore.org/english_language_arts/curricular_resources/k-3/tasksk3.aspx
- http://tncore.org/english_language_arts/curricular_resources/4-5/tasks45.aspx
- http://tncore.org/english_language_arts/curricular_resources/6-8/tasks68.aspx
- http://tncore.org/english_language_arts/curricular_resources/9-12/tasks912.aspx

Common Core – Mastery Connect App (free)



Expository Writing

<http://kc.vanderbilt.edu/projectwrite/resources-srsd.html>

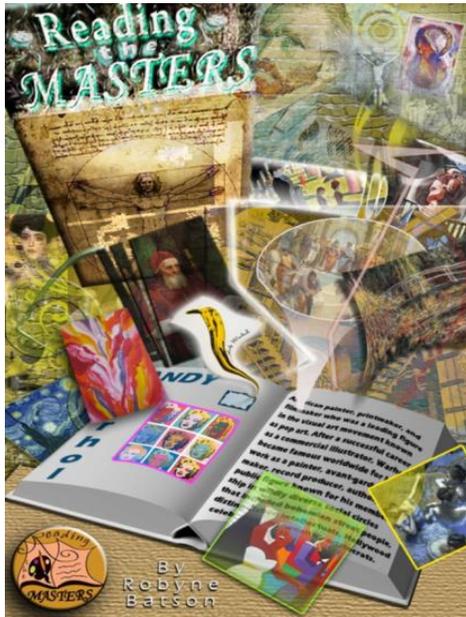
<http://pitnerm.blogspot.com/2014/06/srsd-freebies.html>

<http://www.commonothecore.com/2014/06/informative-writing-with-self-regulated.html>

<http://oodlesofteachingfun.blogspot.com/p/srsd-resources.html>

<http://www.gcssd.org/webpages/ldavidson/sixth.cfm?subpage=1239273>

<http://www.readingrockets.org/article/teaching-elementary-school-students-be-effectivewriters>



Reading the Masters
Reading, Writing, and Language Arts through Arts Integration Using Masterpiece Works of Art with Thinking and the Common Core Standards

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A great way to get the most out of Common Core is to use works of art to guide children in learning how to examine, explore, inquire, evaluate, and think as they support their learning with evidence from a visual or written text. This can be accomplished using Reading the Masters: An Arts Integrated Curriculum. Participants will interact and collaborate while making connections with visual art, reading skills, writing strategies, and thinking using a masterpiece work of art and CCSS.



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Background Story

Reading the Masters is an innovative art integrated curriculum that teaches students reading skills and reading methods using masterpiece works of art. Reading the Masters helps students of all ages to clearly understand the skills and strategies required for good readers to be successful. Students will explore and carefully analyze a masterpiece while identifying elements and principles of art.



This close examination of each piece lends itself to recognize that the same process it takes to discover the main idea and supporting details in a work of art is the same process it takes to discover these important reading skills in a written text. This reality is the same for other reading skills and strategies.

Reading the Masters was written as a result of intense quantitative research on the communication,

social, and behavioral skills of elementary and middle school students with autism and related disabilities using an arts integrated curriculum. Communication skills had a positive effect while social and behavioral skills had mixed results.

Preliminary results of using Reading the Masters with students of all learning profiles and multiple intelligences is showing academic success in reading and language arts.

Robyne D. Batson, Ed.D ~ Creator & Author

Robyne D. Batson, Ed.D is a professional educator holding a Doctorate and Master's Degree in Educational Leadership and Administration. Her research dissertation was conducted on Autism and Arts Integration. She has been involved in education since 1983 in the classroom as well as at home. Robyne is a classroom teacher at an Arts Academy in West Tennessee. Robyne has experience teaching children with autism and related disabilities as well as those who are gifted in her classroom and at home. She is a mother of three, ranging from College to Graduate with uniqueness's of Autism, Asperger's Syndrome, Attention Deficit, and Giftedness. Robyne was a 2006 Disney Teacher of the Year nominee and was awarded the 2007-08 Distinguished Teacher of the Year from the Value Plus Program of the Tennessee Arts Commission. Robyne has been a guest speaker at the Tennessee Governor's Conference, workshops, and training. She has been the featured speaker at teacher in-service trainings and professional development meetings. Robyne is a Learning Curve Consultant, Arts Integration Specialist, and Artist in Residency for the Tennessee Arts Commission.

Karyne R. Batson ~ Art Director



Karyne R. Batson is a professional educator holding dual degrees from Union University in Elementary Education and Ceramic Arts. She taught art for two years in Jackson-Madison County. Karyne currently teaches 1st graders at Covington Integrated Arts Academy. She enjoys creating ceramic art and graffiti.

Reading the Masters

Special Savings
\$20 each CD or 2 CDs for \$30
\$20 for book
\$30 for CD and Book of the
same title

Artist CD Packets: *Reading the Masters is a new and creative curriculum which will help students to learn critical thinking and higher level thinking skills as they study a work of art. Reading skills are applied to masterpieces in order to give students a different perspective on visual art as well as reading. This approach helps students to become very familiar with the value of art work in their study of these masters in the arts.*

Students will experience culminating activities that help them to make individual choices and decisions as they explore their own feelings and express themselves as they reflect on the artist. Each child should be encouraged to be,..."Creative, Unique, and Individual!" Natural connections will be made from the piece of art to non-arts standards.

Each Artist Packet includes lesson plans and teaching tips to accompany the masterpiece selected. Daily math connections (real-world problems) and Daily Fix-It sentences to practice grammar and mechanics are included for each artist. You will also find quotes from the artist and reading skills applied to the piece. Writing the Masters is a portion of the packet promoting creative writing and imagination. The culture, history, and era of the master artist are examined. Culminating activities with easy to follow directions, helping students connect with the artist are in the packet. A thorough list of standards, references, and resources are included.

Each Artist Packet CD comes with a detailed power point, teacher's edition, student edition, and introduction document. The documents were created in WORD 2007-2010 and were transferred to PDF form so that they can be opened on PC or APPLE computers. These document files help the student to explore the master artist and one piece of their art while providing the background information for each instructor to present this material in a fresh and exciting manner.

Titles Available:

*Banksy – Art Journaling
Leonardo daVinci
Edgar Degas
Dr. Seuss (Theodor Geisel)
M.C. Escher
Andy Goldsworthy
Jasper Johns
Frida Kahlo
Wassily Kandinsky
Paul Klee
Claude Klimt
Michelangelo
Claude Monet
Georgia O'Keeffe
Pablo Picasso
Hanoch Piven
Faith Ringgold
Norman Rockwell
Georges Seurat
Chris Van Allsburg
Vincent van Gogh
Andy Warhol
Unit and Lesson Minis
Intervention Series*

More to Come