

grade

3

ENGLISH/LANGUAGE ARTS  
integrated  
curriculum maps



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# before you begin...

Welcome to your E/LA Integrated Curriculum Maps! These maps are intended to provide you with a way to begin exploring how to authentically integrate english/language arts and the fine arts through aligned standards. These alignments are based upon the [E/LA Common Core State Standards](#) and the [National Coalition for Core Arts Standards](#). You will find alignments to Visual Art, Music, Dance, Media Arts and Drama in this resource. There are a few things to keep in mind when using these maps for your classroom:

- **Not every english/language arts standard is aligned.** In maintaining the integrity of arts integration, standards were only aligned when there was a clear, natural connection in which both standards could be taught and assessed throughout the lesson. Not all standards lend themselves to this level of integration, and as such, you will find some E/LA standards have been purposefully omitted.
- **These maps are meant for planning purposes only.** Please do not substitute these maps for lesson plans. The lesson seed ideas you find should provide you with enough information, along with the standards alignments, to craft a fully-developed lesson. However, they are not intended to be “copy and pasted” into a lesson planner.
- **The alignments provided are meant as a fire starter for your lesson ideas.** These are not the only alignments which can be made for these standards. Many of these standards could align to a variety of fine arts standards, and many invite multiple art forms to be explored. Please do not feel confined by the standards and lesson ideas presented, but rather think of them as a springboard for further exploration.
- **Maps are arranged by E/LA strand and are color-coded for each strand.** If you are using this map in conjunction with another grade-level, you will find that the E/LA strands are all the same color for easy vertical alignment.

Hopefully, these maps provide you with a helpful tool for your own integrated lesson planning and can support student achievement through whatever access point they need to successfully thrive in your classroom. Have questions? Please feel free to email us at [service@educationcloset.com](mailto:service@educationcloset.com) and we will look forward to working with you to get the most out of what these maps can offer.

# speaking and listening

ELA Standard	Arts Standard	Lesson Seed Idea
<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>VA:Re8.1.3a:</b> Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. <b>Artistic Process:</b> Responding <b>Anchor Standard:</b> Interpret intent and meaning in artistic work.	Use an art print as a stimulus to tell a story. Pass the print around a circle with each student adding to the tale.
<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>MU:Cn11.1.3a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>Artistic Process:</b> Connecting <b>Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.	Students will complete an instrument investigation, in which they will each research a different instrument of the orchestra to become the class expert on that instrument and report to the class. Topics for research can include: How is the instrument made? What materials it is made of? How does the instrument produce sound? What family of the orchestra does it belong to? What famous pieces of music feature this instrument? Students will report their findings to the class in a multimedia presentation (Powerpoint, Prezi).
<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>MA:Cr3.1.2a:</b> Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Refine and conceptualize artistic work.	Have students draw a self-portrait, depicting themselves in a way that portrays something important about themselves. Students will write an accompanying artist statement, explaining their choices in creating their self-portrait, and record a reading of their statement.

# language

ELA Standard	Arts Standard	Lesson Seed Idea
<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>VA:Re9.1.2a:</b> Use learned art vocabulary to express preferences about artwork. <b>Artistic Process:</b> Responding <b>Anchor Standard:</b> Apply criteria to evaluate artistic work.	Students create team art dialogue journals. Topics to write back and forth about include "What do you think about the painting? How does it make you feel? What does it make you think about?" Students should refer to the elements of art while also demonstrating command of conventions of writing.
<b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>MU:Cr3.1.3a:</b> Present the final version of personally created music to others, and describe connections to expressive intent. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Refine and complete artistic work.	Using GarageBand, have students compose a piece of music with a singular chosen theme (i.e., the seasons). Have students play their piece for the class and then ask their classmates what they thought the theme was about, based on how they used the elements of music.
<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	<b>MU:Cr3.1.3a:</b> Present the final version of personally created music to others, and describe connections to expressive intent. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Refine and complete artistic work.	Based on feedback of their GarageBand compositions, have students create a list of words that capture the essence of their piece. Using resources, ask students explore and find words that go beyond adjectives such as "happy," "sad," "exciting." Have students write a composer statement about the choices they made in their composition, including the elements of music as well as these new descriptive words.

# reading:

## foundational skills

ELA Standard	Arts Standard	Lesson Seed Idea
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>DA:Cr1.1.3a:</b> Experiment with a variety of self-identified stimuli (ex: music/sound, text, objects, images, notation, observed dance, experiences) for movement. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.	Ask students to change dance elements (body, energy, space, time) according to number of syllables. Say words aloud. For example, if the teacher says a five-syllable word, students should make five shapes as the teacher says each syllable. The students should vary the elements during word repetitions.
<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>TH:Pr4.1.2b:</b> Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama). <b>Artistic Process:</b> Performing <b>Anchor Standard:</b> Select, analyze, and interpret artistic work for presentation.	Select a topic (such as the weather, or a season) and describe that topic as a character in one sentence (ie: "This cold weather makes my bones ache!) Others tell what message and feelings they heard and clues to who it was. Each person in the class has to build upon the previous sentences as a new character.

# reading:

## informational text

ELA Standard	Arts Standard	Lesson Seed Idea
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>TH:Cr1.1.3a:</b> Create roles, imagined worlds, and improvised stories in a drama/theatre work. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.	Ask the students to imagine that they are the photographer of "Playground in tenement alley, Boston, 1909." Have them imagine what events led up to the photographer taking this picture, what they were thinking and feeling, and what they wanted to capture. Have students write a short narrative of these imagined events, in sequence and connecting events to their character's thoughts and emotions, and perform these narratives as a monologue.
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>MA:Re8.1.3:</b> Determine the purposes and meanings of media artworks while describing their context.	Have students pose in tableau to recreate "Playground in tenement alley, Boston, 1909), and take a photograph of the students. Display the photos side-by-side and compare and contrast the two photographs.

# writing

ELA Standard	Arts Standard	Lesson Seed Idea
<b>W.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>VA:Cr1.2.3a:</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. <b>Artistic Process:</b> Creating <b>Anchor Standard:</b> Generate and conceptualize artistic ideas and work.	Practice writing in Artful Journals across subject areas throughout the day. Make notations, write reflections, draw sketches, and create collages to connect big ideas across content areas. Share these with teachers in each subject periodically.



# references

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010) Common Core State Standards. Washington, DC: Authors. <http://corestandards.org>

National Coalition for Core Arts Standards. (2014) National Core Arts Standards. Accessed online June 14, 2014, <http://nationalartsstandards.org>

## **LANGUAGE**

Vivaldi, A. (1725) Four Seasons. Itzhak Perlman, Israel Philharmonic Orchestra (2010). <https://www.youtube.com/watch?v=TKthRw4KjEg>

## **READING: LITERATURE**

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## **READING: INFORMATIONAL**

de Brunhoff, J. (1937). *The Story of Babar*. Random House Children's Books. ISBN: 9780394805757.

Poulenc, F. (1940). The Story of Babar, JoAnn Falletta, New Zealand Symphony Orchestra (1997). UPC: 099923740827.

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## **WRITING**

Thiebaud, W. (1963). Cakes. [http://www.harding.edu/gclayton/2ddesign/crits/crit011\\_thiebaudcakes.html](http://www.harding.edu/gclayton/2ddesign/crits/crit011_thiebaudcakes.html)

Bailey, W. (1973). *Still Life with Rose Wall and Compote*. [http://collections.si.edu/search/results.htm?q=record\\_ID:hmsg\\_79.278](http://collections.si.edu/search/results.htm?q=record_ID:hmsg_79.278)

Arcimboldo, G. (1590). *Vertumnus*. <http://www.wikiart.org/en/giuseppe-arcimboldo/vertumnus-emperor-rudolph-ii>

Seurat, G. (1884). *A Sunday Afternoon on the Island of La Grande Jatte*. <http://www.metmuseum.org/toah/works-of-art/51.112.6>

The Purpose of Storyboarding: <https://www.youtube.com/watch?v=BSOJiSUI0z8>

Storyboarder App: <http://millsjames.com/storyboarder/>