

## WIDA English Language Proficiency Standards

**Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting.  
**Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

## Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE K

**ELAKR6:** The student gains meaning from orally presented text.  
**ELAKW1:** The student begins to understand the principles of writing.

**ELAKW2:** The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

**ELAKLSV1:** The student uses oral and visual skills to communicate.

#### GRADE 1

**ELA1R6:** The student uses a variety of strategies to understand and gain meaning from grade-level text.

**m.** Recognizes and uses graphic features and graphic organizers to understand text.

**ELA1W2:** The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

**ELA1LSV1:** The student uses oral and visual strategies to communicate.

#### GRADE 2

**ELA2R4:** The student uses a variety of strategies to gain meaning from grade-level text.

**ELA2W2:** The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

**ELA2LSV1:** The student uses oral and visual strategies to communicate.

### VISUAL ART

#### GRADE K

**VAKMC.3:** Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

#### GRADE 1

**VA1MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning.

#### GRADE 2

**VA2MC.3:** Selects and uses subject matter, symbols, and ideas to communicate meaning.

## National Standards

### ENGLISH LANGUAGE ARTS

**NL-ENG.K-12.4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**NL-ENG-12.5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**NL-ENG.K-12.12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### VISUAL ART

**Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

Adjectives • Artwork • Descriptive Language • Narrative Writing



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 100 Edgewood Ave, Suite 100  
 Atlanta, GA 30303  
 Phone: 404.688.2480  
 Fax: 404.688.2424  
[www.artsnowlearning.org](http://www.artsnowlearning.org)

Idea Contributed by Greg Sena  
 Modifications, Extensions, and Adaptations Contributed by:  
 Peggy Barnes, Candy Bennett, Lindsey Elrod, Jennifer Plummer, and Vilma Thomas  
 Reviewed by Debbie Frost

Describing artwork can be a great way to help students use more adjectives! Using adjectives can be a great starting point for students to use descriptive language in creating interesting and unique stories. In this lesson students will have the opportunity to do both!

**Essential Questions:**

**How can adjectives help me describe a piece of art? How can art stimulate my imagination and help me write a creative story?**

**Process**

- Start the lesson by introducing adjectives (or reviewing if adjectives have already been introduced). Give the students some examples of adjectives.
- Show students a work of art or illustration from a story. The illustration should be vivid and colorful if possible. This will allow the students to have many adjectives to use in describing the image.
- The students then will give the teacher adjectives describing the image they are viewing. Allow each student to give one adjective describing the artwork.
- Next have the students close their eyes and imagine what is happening in the picture. Ask the students the following questions to help them use their imagination: Who are the people or objects in the artwork? What are the characters doing in the image? Where are the characters going? When did this happen? Have the students focus on Who, What, When, and Why as they will have to use their creativity and imagination to write a creative story using the artwork as a starting point. Encourage the students to use the adjectives that were discussed at the beginning of the lesson to make the story more interesting and capture the readers' interest.
- Students will generate drawings of their own inspired by chosen artists.

**Assessment**

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. Students will create Venn diagrams to find commonalities and differences between featured works and created drawings.

**Rubric**

Grade appropriate writing rubric

**Materials**

- picture of artwork
- pencil
- paper

**Vocabulary**

**Narrative**

A story or sequence of events and experiences

**Adjective**

Words that describe or modify another person or thing in the sentence

**Illustration**

A picture or diagram that helps make something clear or attractive

**Resources**

<http://moma.org/learn/teachers/online>

**ESOL Modifications and Adaptations**

ESOL teacher will need to review adjectives (what is an adjectives and give samples), review the "5 Ws" needed in a story, and show examples of a narrative story.

**ESOL Assessments**

Depending on students' language level, students will demonstrate (in various degrees) command of the conventions of standard English capitalization, punctuation, and spelling in writing.

**Gifted Modifications and Extensions**

Follow steps 1-3 of the original lesson and then finish the lesson with these modifications: Give students a series of adjectives and have them create their own piece of artwork. When done creating their artwork, have the students close their eyes and imagine what is happening in the picture. They will then write an imaginative writing piece answering the questions who, what, when and where in their writing.

**Gifted Assessments**

Students will create an appropriate writing piece to develop the given adjectives. Students will use correct mechanics to develop an imaginative piece of writing to describe what is happening in the story.

**Special Education Modifications and Adaptations**

Follow steps 1 and 2. Next, using a graphic organizer, work as a group to name adjectives that describe the picture. Invite students to use the adjectives as they write or dictate sentences about the picture.

**Special Education Assessments**

Students are able to write or dictate at least one sentence with an adjective to describe the picture.

**Common Core Georgia Performance Standards**

(\*CCGPS implementation year 1: 2012-2013)

**ENGLISH LANGUAGE ARTS**

**GRADE K**

**ELACCKRI7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**ELACCKW2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**ELACCKW3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**ELACCKSL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**GRADE 1**

**ELACC1RI7:** Use illustrations and details in a text to describe its key ideas.

**ELACC1W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**ELACC1W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**ELACC1SL1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**GRADE 2**

**ELACC2RI1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**ELACC2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**ELACC2W2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**ELACC2W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**ELACC2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.