



## Artopia: Painting



## South Carolina English Language Arts Standards

**Title:** *Painting, Art History – Painting-One Minute Art Lesson*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

**Key Words:** dialogue, focused conversations, sharing ideas, viewpoints,

**Key Ideas:** Language, Craft, and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** speaker, claim, effectiveness, chronological, audience, reasoning, evidence

**Grades:** 6-8, ENG I-IV

**Title:** *Painting, Art History - Alice Neel (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History - Andy Warhol (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Frida Kahlo (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Georgia O’Keefe (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** Painting, Art History - *How Do You Paint a Dream: Dali at CMA*

**Strand:** Reading, Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, inferences, explicitly says, significant evidence, investigate multiple interpretations

**Standard 6:** Summarize key details and ideas to support analysis of central ideas.

**Key Words:** summary, cite details, analyze development, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Jackson Pollock (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Jean-Michel Basquiat (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Kara Walker (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary  
**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – March Chagall (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Mary Cassatt (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Pablo Picasso (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Salvadore Dali (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas  
**Key Words:** central idea, key supporting details, specific details, objective summary  
**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Art History – Xu Bing (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic: Compare and Contrast Two Paintings*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

**Key Words:** dialogue, focused conversations, sharing ideas, viewpoints,

**Key Ideas:** Language, Craft, and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** speaker, claim, effectiveness, chronological, audience, reasoning, evidence

**Grades:** 6-8, ENG I-IV

**Title:** *Painting, Be a Painting Critic - Elements of Design: The Piebald Horse*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

**Key Words:** dialogue, focused conversations, sharing ideas, viewpoints,

**Key Ideas:** Language, Craft, and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** speaker, claim, effectiveness, chronological, audience, reasoning, evidence

**Grades:** 6-8, ENG I-IV

**Title:** *Painting, Be a Painting Critic – A Man and a Horse by a Stream (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Arion on a Sea Horse (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – For the Light (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Fuji from Kogane-Ga-Hara, Shimosa (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Horse Stable(photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Horse, Pipe and red Flowers (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Horse Actors (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Lascaux Cave Painting (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Madonna and Child (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Painting No. 4 (A Black Horse) (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Race at Longchamp (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – The Horse Fair (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV



**Title:** *Painting, Be a Painting Critic – The Large Blue Horses (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – The Life of John Brown No. 11 (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – The Piebald Horse (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Wild West (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Be a Painting Critic – Winter Horse Raiding Episode (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Overview: Printing an Edition*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 1 – Biting with Acid*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 2 – Mixing the Ink*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 3 – Inking the Plate*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 4 – Preparing the Paper*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 5 – Printing*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Boyd Sanders, Step 6 – Looking at the Print*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Color & Paint*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Drawing & Inspiration*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Motion, Color, and Music*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Paint Brushes*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Painting-Carolina*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Painting and the Body*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, Reeds Rise from Water*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter - Brian Rutenberg, South Carolina to New York*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Key Words:** summarize, multi-paragraph, central idea, key supporting details, specific details, objective summary

**Grades:** 3-5, 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Jonathan Green, Studio*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Jonathan Green, Themes*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Jonathan Green, The Painting Process*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV



**Title:** *Painting, Meet a Painter – Tonya Gregg, Adding textures to Painting*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Jonathan Green, Inspiration*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Jonathan Green, Education*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg, Adding Texture*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg, Aunt Jemima*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg, Europa*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg, First Steps Include Sketches*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

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**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg, Painting – Adding Techniques*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Painting, Meet a Painter – Tonya Gregg on Teaching Art*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** within the text, beyond the text, textual evidence, analysis, explicit, inferences, conclusions, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV