

INTEGRATION OF KNOWLEDGE AND IDEAS

ANCHOR 7

English Language Arts Standards Reading: Informational Text **ANCHOR 7**

Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

K	First	Second	Third	Fourth	Fifth
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).	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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Decision Tree for Reading: Informational Text ANCHOR 7

Do my students need focused instruction in relation to Reading Anchor 7?

Anchor 7 is aimed at helping students learn to *interpret visual information featured in text*, such as charts, graphs, and diagrams. (Refer to your grade-level standards for specific details.)

When some or all of your students could use support in this area, it is recommended that you start the process by implementing three types of instruction in sequence over the course of about a week:



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The initial demonstration requires just one session (to be repeated as needed), leaving one or two days for collaborative engagement and one or two days to begin the independent applications, which become ongoing as you choose. If you find during any phase of the instruction that some or all of your students could use more intensified support, it is recommended that you consider the lesson for intensifying the instruction.



Do my students need intensified support using images to support meaning making?

Interpreting images is an important part of reading informational text. Students who rush through text without taking time to use the illustrations or those who do not know how to interpret various kinds of illustrations can benefit from lessons focused on images. See page 263.

Demonstration

Anchor 7 requires that students *interpret the visual information featured in text*. This includes integrating the actual written text with features such as charts, graphs, photographs, animations, and interactive elements on Web pages. The present lesson may be implemented toward this goal as many times as would be beneficial, using one or more different texts each time.

1. **Choose the text.** Select a piece of literature that is familiar to the group, one with illustrations or visual features that contribute importantly to the meaning. You may wish to use a website for this lesson.
2. **Introduce the text and the concept.** Walk through the pages of the text, showing and naming the different types of illustrations it contains. Let students know that the illustrations are as important as the words themselves and that you want to work with them to be sure they are interpreting the illustrations confidently.
3. **Demonstrate and discuss the concept.** Show students how you interpret meanings of the illustrations, rereading parts of the text as it is helpful. Make your thinking processes explicit, and share your expectation that students will attend to illustrations as they are reading independently. Figure RIT 7.1 offers a starter set of prompts to support students in learning to evaluate the illustrations and integrate what the author and illustrator have created.

READING ANCHOR 7: Prompts to Support Teacher-Led Modeling and Discussion of Text

Kindergarten

What do you notice in this illustration/image? What does this illustration help us understand?

First and Second Grades

What does this illustration/image tell us? How does it give us an even better understanding than the text alone can give?

Let's use the illustrations to talk back through the key ideas.

Third and Fourth Grades

What does this illustration/image tell us? How does it give us an even better understanding than the text alone can give?

Let's retell this text using both what we read and what we learned from the illustrations.

Fifth Grade

What if we wanted to find out _____? How could I get to that point? Let's work our way to the answer as efficiently as we can, using the text and the illustrations.

Figure RIT 7.2

INTENSIFYING THE INSTRUCTION

Interpreting Images

Interpreting images is an important part of meaning making. It includes integrating information from the actual written text with features such as charts, graphs, photographs, animations, and interactive elements on Web pages.

1. Choose a text for modeling that contains illustrations or other visual features that are important to the meaning. Try to select a text with illustrations you believe your students will need support interpreting.
2. Walk through all of the pages of the section to be read, discussing with students the details in the display and pointing out the importance of attending to them.
3. Assign students to read short sections silently or softly. At designated points, do the following:
 - Discuss what the illustrations are for.
 - Talk students through what the illustrations mean and how to interpret them.
 - Discuss the ways the written text connects with the illustrations.

For English Learners

- Use the illustrations to name and discuss specific vocabulary relevant to the text.
 - Work with students to use small (one-half-by-two-inch) sticky notes to label key parts of the illustrations that will appear in the written text and to show the connection between images and the text.
 - Use transparency tape to highlight a few key words or phrases, and discuss their meanings before reading. Show the connections between the words/phrases and the illustrations.
 - Before reading, place English learners with experienced English speakers to discuss the illustrations in the story and make predictions about the content.
4. Provide follow-up lessons for small groups as needed.

Collaborative Engagement

1. **Choose the literature and the reading context.** Gather a set of familiar texts for students to reexamine and reread with peers. Look for texts with visual or multimedia elements that are likely to capture students' interest and lead to discussion. We want the illustrations and the graphics to inspire the talk.
2. **Arrange for students to read or listen to the text.** The focus of this lesson is on browsing and rereading.
3. **Hold the meetings.** Arrange for students to come together to discuss key aspects of the illustrations. Give students key starter prompts (as in Figure RIT 7.3) to help them focus on the ideas that are critical to integrating and evaluating information from the visual display.
4. **Arrange for a follow-up discussion.** When all groups are working on the same text, organize for a whole-class discussion as a follow-up to the group activity.

Figure RIT 7.3

READING ANCHOR 7:
Prompts to Support Student-Led Group Discussion of Text

Kindergarten

- Students sit together as they review all of the illustrations/images from the text. Each student chooses one that represents an important person, place, thing, or idea and draws a picture to help remember and describe the concepts taught.

First and Second Grades

- As a team, students review all of the illustrations/images from the text, choosing and marking one that provides helpful information about the key ideas presented by the author. They work together to describe in writing what the illustration teaches. A bulleted list may be used.

Third Grade

- Students review all of the illustrations/images from the text, discussing how the illustrator works alongside the author to provide information. Students write a short passage describing the role of each for the particular text they are reviewing.

Fourth Grade

- Students review all of the illustrations/images from the text, discussing how the illustrator works alongside the author to provide information. They use highlighting tape to show the specific language that informs the illustrations.

Fifth Grade

- Students are presented with two to four questions or problems to address together. The questions should be designed such that they challenge students to draw on information from illustrations as well as text to answer the question or solve the problems. For example:
 - What does the chart on page _____ show about population growth in the United States?
 - What does the visual show about the motion of the earth and moon around the sun?

Independent Application

Paired Reading

Paired reading typically involves two children in reading a book together and responding to its content through talk or writing. Very young children may take 10 to 15 minutes to complete the process; older children may take up to 30 minutes. To implement paired reading, provide opportunities for teams of two to browse and read through picture books together during regularly scheduled independent or paired reading times. Students can take turns reading aloud in a soft voice, or each student can have a copy of the same book to read silently at the same time. In the interest of Reading Anchor 7, use image-rich literature and encourage students to retell using the illustrations or to simply spend time talking about the information provided by the visual features in the text.

Stop-and-Chats

Stop-and-chats are a forum for students to read with a specific purpose in mind and engage in conversations related to that purpose. To use stop-and-chats to support development of Reading Anchor 7, two or three students who are reading the same text work together.

1. Before they read, students turn through the pages and place a marker at an agreed-upon stopping point for discussion. Upon reaching this point, they discuss the meaning of the illustrations to the point and then place the marker at the next agreed-upon stopping point in preparation for another chat. Students generally need little prompting to talk about interesting illustrations, but to get the conversations started, you and the students can brainstorm some generic prompts, or you can offer your own. For example:
 - What does this illustration tell us?
 - How does this illustration connect with what the author tells us?
2. As students gain experience with stop-and-chats, provide follow-up lessons based on observations of their performance.

Illustration Studies

Illustration studies are conversations between two students designed to facilitate meaningful interpretation of the visual images in a text.

1. Work with your students to create a list of questions they might consider as they study illustrations and images with a partner. Keep the list short and manageable for the age group. For example, if you teach third grade, you might post the following:
 - What does this illustration tell us?
 - Where in the text can we find information about this illustration? What does the written part tell us?
2. Before starting a new book, students find a partner with whom to engage in an illustration study. (The partnered students need not be reading the same books for this experience to be worthwhile.) Student teams choose one to three illustrations to interpret and discuss.
3. As an option, you can have all students in the class participate through a read-aloud. Have partner-teams share observations with the class.

Creating Captions

Creating captions requires that students take a close look at an image and use concise written language to uncover its meaning for others. For example, given a diagram of the life cycle of a tadpole, students write a caption to describe each phase. Or given a chart showing the eight countries with the highest population growth rate, students create a caption to explain the trend in the most concise language possible.

Web Challenge

Place students in teams of two. Give each team a set of three or four websites to browse, focusing on a key topic that is important to your curriculum. Ask the teams to review the sites and to print one illustration that provides important information. They are to read the text that accompanies the illustration and then present the illustration to the class or a small group. (Web challenges can also be done without computers—as “text challenges.”)

Outstanding Illustrator Projects

Outstanding illustrator projects are a way to draw attention to the images in a text and support students in integrating the different information presented by authors and illustrators.

1. Allow your students time to identify an outstanding informational text illustrator. Give them the choice of bringing in a book from home (send a note to facilitate this process) or browsing and choosing one from the classroom collection. The books will need to remain on display in the classroom for one to two weeks.
2. When the books have been chosen, allow students time to work on the projects. Some possibilities follow:

Kindergarten and First Grade

- Students create a bookmark that includes a picture of something important the illustrator taught. They place the bookmark at one page that helps the reader learn about that topic. The books may be displayed in a center or shared with a partner or small group.

Second Through Fifth Grades

- Students choose an illustration that helps them understand something important about the text. Using a half-piece of paper, they write three sentences that tell what the illustration teaches. The half-paper is placed at the chosen page. Students may share with a partner or small group, or the books may be viewed during independent reading time.

Illustration Center

Use an *illustration center* to allow your students to informally explore the informational text illustrator's craft. To prepare, work with students to create a set of challenges, or offer your own. Following are some examples:

- Create a chart to show what the students in our class ate for breakfast today.
- Create a diagram to show the life cycle of a butterfly.
- Create a timeline to show the important events in Tatanka Iyotake's life.
- Create a diagram to show what happens at a water treatment plant.

Post the possibilities on the wall near the center, make several supplies available, and allow all students the opportunity to explore the materials and activities.