

INTEGRATION OF KNOWLEDGE AND IDEAS

ANCHOR 7

English Language Arts Standards Reading: Literature 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 story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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Decision Tree for **Reading: Literature ANCHOR 7**

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

Anchor 7 requires that students *integrate and evaluate the different media featured in text*, considering all the parts that give it meaning. (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 intensified support, it is recommended that you move to the lessons for intensifying the instruction.



Do my students need intensified support with interpreting the different media featured in texts?

Media previews are a way to encourage use of the full display of information to make meaning. They can be especially beneficial for English learners, for students who need a boost in vocabulary in relation to the topic being read, and for students who tend to rush rather than allowing themselves quality time with a text. See page 117.

Demonstration

Anchor 7 requires that students *integrate and evaluate the different media featured in text*. This means that they must consider all of the parts that give a text meaning, including words, illustrations, and other media such as sound or video, and use those parts to construct an integrated understanding. 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 print or digital text with illustrations (and possibly other media) that students are likely to be interested in discussing. An excellent introductory text for this lesson is *No Mirrors in My Nana's House*, by Ysaye Barnwell (<http://storylineonline.net/>).
2. **Introduce the text and the concept.** Briefly show all of the relevant media in the text, and let students know that to really dig into and fully live through a piece of literature, we must closely consider all of its parts.
3. **Demonstrate and discuss the concept.** As you work through the text, show students how you attend to and consider the illustrations/contributions of other media, and how they connect with the author's words. Figure RL 7.1 offers a starter set of prompts.

Figure RL 7.1

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

Kindergarten

Let's discuss what we notice in this illustration. What part of the story does this illustration help us understand?

First and Second Grades

Let's discuss what this illustration tells us about the characters/the setting?

Let's discuss what this illustration tells us about this event.

Let's discuss what this illustration tells us about the problem/the solution?

Third and Fourth Grades

Let's discuss how the illustrations help create the mood.

Let's discuss how the illustrations contribute to what the author tells us about the characters/setting.

Let's discuss how the oral (or dramatic/video/sound) version reflects or differs from the text version.

Let's discuss the artist's techniques. What shapes does the artist use? Where are the different parts of the illustration placed on the page? How does the artist use colors and shading? How does the artist use size? What else does the artist do? (See information for analyzing illustrations in Figure RL 7.2.)

Fifth Grade

Let's discuss how the different media contribute to the meaning of the piece/to the tone of the piece/to the beauty of the piece.

Let's discuss the artist's techniques. What shapes does the artist use? Where are the different parts of the illustration placed on the page? How does the artist use colors and shading? How does the artist use size? What else does the artist do? (See information for analyzing illustrations in Figure RL 7.2.)

Figure RL 7.2

Analyzing Illustrations

Teach your students to analyze details in illustrations by inviting them to consider how the artist uses shape, space, color, and size. Bang (2000) offers some guidance for analyzing the art in children's literature.

Prompts for Teaching	Technique	Effect
What shapes does the artist use?	Smooth, flat, horizontal shapes	Creates a sense of stability and calm
	Vertical shapes	Creates a sense of excitement and activity
	Diagonal shapes	Creates a sense of motion or tension
	Pointed shapes	Creates a sense of feeling scared
	Rounded shapes or curves	Creates a sense of security and comfort
Where are the different parts of the illustration placed on the page?	Objects at center of page	Draws attention
	Objects at edges and corners	Creates tension
	Top half of picture	Conveys freedom, happiness, triumph
	Bottom half of picture	Conveys a sense of threat, heaviness, sadness, constraint
	Object placed higher on page	Conveys importance
How does the artist use colors and shading?	White or light backgrounds	Creates a sense of safety
	Dark backgrounds	Creates a sense of danger
	Different objects on page with same color	Creates a sense of connection
	Contrasts	Draws attention
How does the artist use size?	Larger objects	Conveys strength

Figure RL 7.3

INTENSIFYING THE INSTRUCTION

Media Previews

Media previews are a way to encourage students to use the entire display of information presented in a text.

1. Choose a text for modeling that contains illustrations or other visual features that greatly enhance the meaning.
2. Before reading, walk through the pages of the section to be read, discussing with students the details in the display and pointing out the importance what you are doing together:

K-2

- Discuss what you see in the illustrations.
- Discuss the characters you notice.
- Discuss the setting.
- Discuss whether you can anticipate the problems the characters are going to face.

3-5

- Discuss what stands out for you in the illustrations (or other media).
- Discuss what you think the artist is trying to show about the setting.
- Discuss what you think the artist wants the audience to notice about the characters.
- Discuss the mood or tone the artist is probably trying to convey.

For English Learners

- Use the illustrations to discuss specific vocabulary relevant to the text.
 - Use small (half-inch-by-two-inch) sticky notes to label key parts of the illustrations that will appear in the written text. For example, before reading *Stellaluna* (Cannon), you might work with students to label key illustrations such as *fruit bat*, *clutched*, *limp and useless*, *upside down*, *right side up*, *branches*, *twig*, *limb*, and *nest*.
 - 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.
3. Regularly remind students that media previews are an important part of reading. Provide follow-up lessons for small groups as needed.

Collaborative Engagement

1. **Choose the literature and the reading context.** Gather a set of texts to read aloud and/or for students to read with peers. When choosing literature to support students in integrating text with visual media, look for material 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.** Before the reading, let students know what they will be doing afterward. (See Figure RL 7.4.) Provide support for students who may struggle with reading the material independently.
3. **Hold the meetings.** Arrange for students to come together after the reading to discuss key aspects of the illustrations in relation to the written text. Give students key starter prompts (as in Figure RL 7.4) 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.

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

- Secure an extra paperback copy of five to seven key picture books you can use to teach in relation to Reading Anchor 7. Cut apart and laminate the pages so that students can manipulate them and use them to analyze and discuss key connections between the print and the visual display. You may wish to laminate on colored construction paper, placing pages from the beginning on green, the middle on yellow, and the end on red (Tompkins 2001).
- For some of the experiences described below, you will want to mix together illustrations from several different books. Coding the pages, such as by placing a colored dot or a number in the corner of each, will help you stay organized.

Kindergarten

- Students put four to eight key pages in order and use them to retell the story. Students need not use all of the pages from the entire text.
- Students review all of the illustrations from the story, each choosing and describing one that represents a part of the story they enjoyed. Each student describes the moment the illustration depicts.

First and Second Grades

- Students review all of the illustrations provided, choosing and describing three that provide helpful or telling images of the characters.
- Students review all of the illustrations provided, choosing and describing three that provide good images of the setting.
- Students review all of the illustrations provided, choosing and describing three that show important events.
- Students review all of the illustrations provided, choosing and describing three that help show the problem and resolution.
- Students write a retelling of one page of the text, using the illustration as a guide.

Third Grade

- Students review all of the illustrations provided, choosing and describing three that show how the artist works in collaboration with the illustrator to create the mood.
- Students review all of the illustrations provided, choosing and describing three that help explain how the artist emphasizes what the character is like.
- Students review all of the illustrations provided, choosing and describing three that show how the artist emphasizes what the setting is like.

(continues)

Third Grade (continued)

- Using illustrations from one or more books, students sort the illustrations into categories based on color. They reflect on the following: Are the colors cool, warm, dark, bright, natural, artificial, gentle, vibrant? What does this do for the meaning? If the colors change across the pages of the same book, why do you think the artist made this choice?

Fourth Grade

- Students review all of the illustrations provided, choosing and marking three that show how the artist helps create the mood. They use highlighting tape to show key language that might have informed the illustrations.
- Students review all of the illustrations provided, choosing and marking three that show how the artist emphasizes character traits. They use highlighting tape to show key language that might have informed the illustrations.
- Students review all of the illustrations provided, choosing and marking three that show how the artist emphasizes what the setting is like. They use highlighting tape to show key language that might have informed the illustrations.
- Students write a description of the techniques the illustrator uses, considering the following: Are the colors cool, warm, dark, bright, natural, artificial, gentle, vibrant? Why do you think the illustrator chose these colors? What textures are used? Why do you think so? Do they appear soft, rough, smooth, harsh, fragile? How does the illustrator's choice of color and texture connect with the written text?
- Students write or perform a retelling of one page of the text, using the illustration as a guide. They may be asked to create a two-column chart of what is included in the performance/retelling and what is not.

Fifth Grade

- Students choose one illustration that shows the artist's contribution to meaning. They use highlighting tape to show the specific part of the text that is enhanced by the artist's work on this page.
- Students choose one illustration that shows the artist's contribution to the beauty of the piece. They use highlighting tape to show the language that best connects with the illustration.
- Tone is generally thought of as the narrative voice in which the story is told. It creates the mood for the piece. Students highlight one part of the narrative that is a good example of the overall tone. They write a statement that describes the tone of the piece.
- Students write a description of the techniques the illustrator uses, reflecting on the following: Are the colors cool, warm, dark, bright, natural, artificial, gentle, vibrant? Why do you think the illustrator chose these colors? What textures are used? Why do you think so? Do they appear soft, rough, smooth, harsh, fragile? How does the illustrator's choice of color and texture shape the meaning, tone, and beauty of the text?