Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Questions to Focus Learning How do illustrations and details help a reader understand a story? By working together, illustrations and details develop a story's characters, setting, and events. Student Friendly Objectives *Knowledge Targets* I know authors use illustrations to describe and identify characters, settings, and events. I know authors use details to describe and identify characters, settings, and events. I know a character is a person or creature in a story. I know the setting of a story is where and when the story takes place. *Reasoning Targets* I can use illustrations in a story to identify and describe the characters. I can use illustrations in a story to identify and describe the setting. I can use illustrations in a story to describe the events. I can use details in a story to identify and describe the characters. I can use details in a story to identify and describe the setting. I can use details to describe the events in a story. Vocabulary characters details events illustration inanimate object setting

Teacher Tips

Slide Show - Wonderful Wizard of Oz slide show depicting how illustrations describe settings, events, and characters in stories
Story Frames - This graphic organizer shows how story frames can encourage the use of illustrations to understand story structure.

Vertical Progression

RL.K.7 - 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).
RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.3.7 - 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).
RL.4.7 - 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.
RL.5.7 - 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).
RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.9-10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RL.1.7