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: RI.3.7 - 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).
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 words help a reader understand a text? What information can be gained from the illustrations and words of a text? Illustrations and words work together to build understanding of informational text. Student Friendly Objectives *Knowledge Targets* I can identify types of illustrations, such as maps, photographs, diagrams, and graphs. I know that illustrations and words in a text work together to give information about where, when, why, and how important events happen. *Reasoning Targets* I can use illustrations and words in a text to decide where, when, why, and how important events happen. I can explain how I used illustrations and words within a text to better understand the key events. Vocabulary diagrams illustrations interpret maps photographs

Teacher Tips

Landmarks of the World - This lesson uses *Ben's Dream*, a picture book by Chris Van Allsburg, to highlight ten major landmarks of the world. After reading and discussing the book, students work in small groups and select one landmark to research. To address Standard RI.3.7, teachers should adapt this lesson so students explore how photos help answer the what, when, where, and how questions (Source: Read Write Think, International Reading Association, NCTE).

Increase Understanding with Pictures -- Pictures can help increase students' understanding of the text, topic, or story. In this multi-session lesson designed for struggling readers, students are guided through a viewing of David Wiesner's *Tuesday*, a wordless picture book. As students view the images, they are asked four different types of questions about the pictures. (Source: Read Write Think, International Reading Association, NCTE). *See National Geographic site below for other picture ideas.

National Geographic -- The National Geographic website provides an array of photos that could be used to help students understand how photos provide information. Consider having students choose appropriate photos to clarify text and then provide a rationale for their choices. (Source: National Geographic for Kids).

QtA Strategy -- QtA is a comprehension strategy that asks students to pose queries while reading a given text, helping to solidify their knowledge and challenge their understanding, rather than after reading. QtA is primarily used with nonfiction texts. (Source: Read Write Think, International Reading Association, NCTE).

Vertical Progression

RI.K.7 - 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).

RI.1.7 - Use the illustrations and details in a text to describe its key ideas.

RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7 - 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.

RI.6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

	RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RI.3.7