



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.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).
<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p><u>Questions to Focus Learning</u> How do aspects of illustrations shape the meaning of a text?</p> <p>Illustrators use various aspects (e.g., color, position, size) to contribute to, support, and clarify the meaning of a text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know aspects of a text's illustrations contribute to what is conveyed by the words in a text. I can identify the mood in a text. I can identify the character traits in a text. I can identify the setting in a text.</p> <p><i>Reasoning Targets</i></p> <p>I can explain how aspects of an illustration contribute to the message of the words in a text. I can explain how aspects of an illustration contribute to creating the mood in a text. I can explain how aspects of an illustration contribute to emphasizing character traits in a text. I can explain how aspects of an illustration contribute to emphasizing parts of the setting in a text.</p> <p><u>Vocabulary</u></p> <p>aspects of illustrations (e.g., color, position, size) character traits emphasize mood setting</p>

Teacher Tips

[Illustrations used for Central Meaning](#) - This lesson plan is for *Dear Mrs. Larue: Letters from Obedience School* by Mark Teague, a book in which the illustrations are central to the meaning of the story. Black and white illustrations are used to show the dog's perceptions of his experience at obedience school, while color illustrations are used to present the "real" story. (Source: Scholastic)

[Questioning Strategies](#) -- In this lesson plan, for grades 3-5, students explore how pictures can support their understanding of a text. Using the books, *Tuesday* by David Wiesner and *Zoom* by Istvan Banyai, students practice four questioning strategies. (Source: Read Write Think, International Reading Association, NCTE)

[Reading Through the Arts](#) - This article from The Kennedy Center's ArtsEdge website, *Reading through the Arts: How theater and visual arts can engage students in reading*, provides teachers with a list of questions they can ask students to prompt them to think more deeply about a book's illustrations.

[Teaching with Illustrations](#) - This article from Scholastic, *Teaching with Illustrators*, provides a list of resources in which illustrators discuss their work. It includes links to four different picture books. For each title, the illustrators discuss their work page-by-page. The illustrators reveal the artistic choices they made to convey different elements (mood, setting, characterization) of the text.

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.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.

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.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.

	<p>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).</p> <p>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.)</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.3.7](#)