

Vertical Progression:

4th Grade	<p>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</p>
5th Grade	<p>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).</p>
6th Grade	<p>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.</p>
7th Grade	<p>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).</p>

Students will demonstrate command of the Standard by:

- Describing the visualization that occurs when reading a text and explaining how this contributes to understanding the story
- Describing the visualization that occurs when listening to an audio version of a text
- Explaining how visualization , when reading or listening to a text, is different from viewing a video or live version of a text
- Comparing and contrasting author’s choices in written text to the director’s choices in audio, video or live versions of the text
- Comparing and contrasting 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

Vocabulary:

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|--------------|---------------|----------------|
| • Audio | • Format | • Quantitative |
| • Coherent | • Information | • Similarity |
| • Compare | • Issue | • Story |
| • Contrast | • Live | • Text |
| • Difference | • Media | • Topic |
| • Drama | • Poem | • Version |

- Video
- Visual

Question Stems:

- How does reading a story compare to the audio or video version?
- What do you see/hear when reading the text?
- Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version.
- What was similar/different? How? Why?
- How is listening to an audiotape of _____ alike and different from reading the poem? Use specific examples from both versions in your answer.
- How is watching the filmed version of _____ alike and different from reading the book? Use specific examples from both versions in your answer.
- How is watching a performance of ____ (title of a play) alike and different from reading the play? Use specific examples in your explanation.
- Which helps provide a better understanding of the text, listening to the audiobook version or reading the text? Why?
- Which helps provide a better understanding of the text, watching the filmed version of _____ or reading the text? Why?

PARCC Evidence Statement:

- Provides a comparison and contrast of 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 is “seen” and “heard” when reading the text to what is perceived when listening or watching.

Sample Instructional/Assessment Tasks:

1. **PARCC** – RL.7 does not appear on any PARCC sample assessments or in the 2015 or 2016 PARCC Released items.
2. **Achieve the Core** – [Literacy Lessons – Life Doesn’t Frighten Me](#)
 - ◆ **Question 3** ([link](#)) **Lesson** ([link](#))Film and stage directors provide guidance to their actors regarding how to make the written word come alive for the audience. Working with a partner, you will direct your partner on how to read the poem, “Life Doesn’t Frighten Me,” and your partner will direct you on how to read the poem. As the director, you will instruct your partner, “actor,” on the rhythm (pacing) and tone of the poem. Each actor will read the poem at least three times: the first time without any direction; the second and third times with direction from their partner, “director.” After the exercise, students write a brief reflection on how each one of their readings changed or did not change. Discuss in small groups and then as a whole group.

Students then can watch Maya Angelou read the poem, http://www.youtube.com/watch?v=2O-0-i_9MyA&feature=youtube_gdata_player and discuss in small or whole groups how her reading is different or similar to their reading. Students should be able to point to specific points in the poem to illustrate their observations.

Answer: This exercise is to help students understand that poetry expresses emotion and should be read out loud to best understand that emotion. By having to act as a “director,” the students become responsible for interpreting the poem and instructing the reader on what type of tone should be used, and possibly, the emotion (s) that should be expressed when reading.