

#### Vertical Progression:

<b>5<sup>th</sup> Grade</b>	<b>RL 5.7</b> 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).
<b>6<sup>th</sup> Grade</b>	<b>RL 6.7</b> 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.
<b>7<sup>th</sup> Grade</b>	<b>RL 7.7</b> 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).
<b>8<sup>th</sup> Grade</b>	<b>RL 8.7</b> 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.

#### Students will demonstrate command of the Standard by:

- Identifying and explaining the visual and multimedia elements in a literary text
- Identifying and explaining the unique choices the author/director makes in relationship to the media
- Comparing and contrasting author's choices in written text to the audio, video or live version of the text
- Comparing and contrasting a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium camera

#### Vocabulary:

- |                |              |             |
|----------------|--------------|-------------|
| • Analyze      | • Drama      | • Staged    |
| • Audio        | • Film       | • Story     |
| • Camera angle | • Impact     | • Subject   |
| • Camera focus | • Lighting   | • Technique |
| • Color        | • Multimedia | • Text      |
| • Compare      | • Poem       | • Version   |
| • Contrast     | • Portrayal  | • Video     |
| • Delivery     | • Sound      |             |

#### Question Stems:

- How does reading a story compare to the audio or video version?

- What medium most impacts your understanding of the selected work?
- What senses were most stimulated by the production?
- Select an event from the book and compare it to a scene from the production. How are they different and why?
- Evaluate the effectiveness of the media techniques used to portray the work.
- How is the audiotape of \_\_\_\_\_ alike and different from the written version? How does the sound quality impact the audiotape version? Use specific examples in your answer.
- How is the filmed version of \_\_\_\_\_ alike and different from the book? How do the camera angles the director uses impact the filmed version? Use specific examples in your answer.
- How is the performance of \_\_\_\_\_ alike and different from the written version of the drama? How does the lighting impact the performance? Use specific examples in your analysis.

#### PARCC Evidence Statement:

- Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.

#### Sample Instructional/Assessment Tasks:

1. **PARCC** – RL.7 currently does not appear on any PARCC sample assessments or in the 2015 or 2016 PARCC Released items. This does not mean it is not assessed, but only that no items have been released.
2. **Achieve the Core** – [Grade 7 Literature Mini-Assessment](#)
  - ◆ **Question 3** **Passage** ([link](#)) **Recording** ([link](#))  
Reread stanzas 4 and 5 from the poem and listen again to the reading of the poem.

The marbling bodies have become  
Half wave, half men,  
15 Grafted it seems by feet of foam  
Some seconds, then,

Late as they can, they slice the face  
In timed procession:  
Balance is triumph in this place,  
20 Triumph possession.

In the audio recording of “From the Wave,” how does the delivery stanzas 4 and 5 contrast to the way the poet intends them to be read?

- A. The speaker combines lines 16 and 17 by speaking quickly to emphasize the idea that the action takes place in a rushed manner, but the poet breaks the lines into stanzas to imply a pause while the surfers wait until the last moment to take action.
- B. The speaker increases the volume of his voice for these two stanzas to show how the action is building, but the poet uses varying line lengths to show both a rise and fall in action.
- C. The speaker takes long breaths as he reads the two stanzas to show the anxiety the surfers feel as they wait for the wave, but the poet includes lines 19 and 20 to show that the surfers feel confident about their actions.

- D. The speaker delivers the stanzas without emotion to show that the surfers have become one with the wave, but the poet includes the word “triumph” twice to show that successfully riding the wave is an emotional experience.

**Correct Answer: A**

3. **Achieve the Core – [Grade 7 Lesson “Monsters Are Due on Maple Street”](#)**

◆ **Additional Task**

Using the Venn diagram, compare and contrast the three different versions of “Monsters are Due on Maple Street”:

- Rod Sterling “Twilight Zone” Episode (Season 1, Episode 21): <http://www.hulu.com/#watch/440892>
- Twilight Episode Remake: <http://www.youtube.com/watch?v=xvwHuyHrNSE>

**Correct Answer:** Possible comparisons include changes in suburbia settings, racial undertones, and the shift from alien invasion to terrorism between different plot lines.

