

G3 Mini-Module: Using Information Gained from Illustrations

Aligns with CCSS.ELA-LITERACY.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).

Welcome

Sometimes, words alone are not enough to help readers understand a topic. In many situations, writers add illustrations to improve learning. Readers can understand a topic even better if they use the information learned by reading the words along with knowledge they gain by examining a corresponding illustration, photograph, map, chart, or graph.

Objectives

In this module, students will learn how to:

- use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Exploring the Standard

Some people learn best by reading the words in a text. Others learn best by seeing those words represented in a visual way like a map or chart. Many times, when writing an informational text, writers understand these learning differences and add charts, maps, illustrations, or photographs to help all of their readers understand the topic a bit better. By reading the words and then expanding on that knowledge by looking at an illustration of some sort, readers can get a better sense of the topic as a whole.

Watch!

In this video, the narrator examines three types of informational texts and describes the helpful illustrations that go along with them. Watch as she looks at a magazine, a scientific text, and a general informational book:

<https://www.youtube.com/watch?v=Td29nEVSCiE>

A Closer Look: Directions

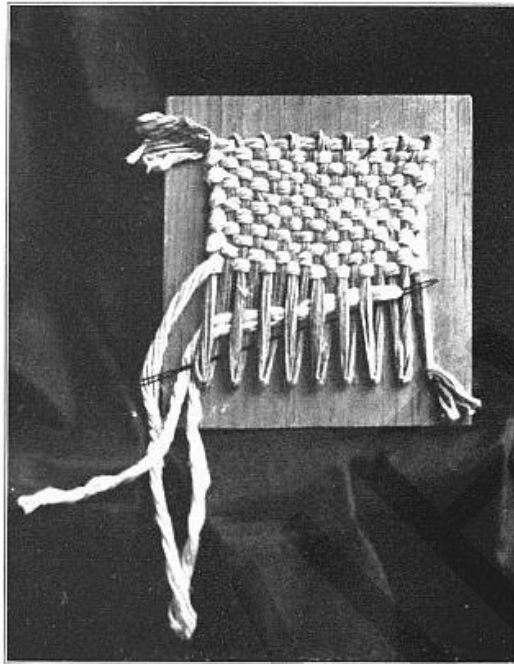
Many times, directions have helpful pictures or drawings to help the reader understand the steps, materials, or process being explained. Sometimes, directions don't have any words at all. Instead, readers rely only on the pictures in order to complete the steps involved.

Example 1

Here is an example of a short craft project written in *Handicraft for Girls* by Idabelle McGlaufflin. Pay close attention to the photograph shown before the directions. How does it help readers understand the process of making the craft? (Note: "Wicking" is the fabric or rope cord that is found in the middle of a candle. It is the part of a candle that is lit.)

Exercise No. 4—Pot Holder—Weaving—Christmas Piece

¹*Materials:* Weaving frame; netting needles; candle wicking in two colors; brass rings.



THE WOVEN POT HOLDER MADE OF CANDLE WICKING.

²Teach the principles of cloth weaving and the terms *wrap*, *woof* and *selvedge*.

³The weaving frames are made from one-inch board, 8" × 8". Three-fourths of an inch from and parallel to the top and bottom drive a row of nails, having very small heads, one-half inch apart, leaving an inch margin at both sides.

⁴Tie a slip knot in the end of the wicking and slip it over one of the corner nails. Pass the wicking back and forth around the nails first on one side and then the other. This forms the warp. Draw the threads fairly tight and tie around the last nail. Thread the other color of wicking into the netting needles; weave across the warp threads, alternately taking up and passing over them. In alternate rows take up the threads passed over in the preceding row. Do not draw the woof threads tight enough to draw the holder in at the sides. Slip from the frame and fasten the loose ends by weaving them back into the holder. Work a brass ring with the blanket stitch, using a strand of the wicking, and sew it to one of the corners.

This photograph is helpful to readers for several reasons. While many people might have participated in a weaving activity before, they may not be familiar with this exact process. The photo might also help readers understand what “wicking” is. It shows how the frame should be constructed and the way in which the wicking should be placed. It shows what the pot holder should look like about halfway through the project. Without this photograph, the reader might not have a strong understanding of the finished product. Readers might also be able to examine the photograph closely and determine if a different material could be used instead of wicking or how they could adapt the directions to make a larger or smaller pot holder.