

# CHICAGO INTERNATIONAL CHILDREN'S FILM FESTIVAL

Educators  
Curriculum

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Media Partner

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## Facets Children's Programs - Educators Curriculum

By Virginia A. Boyle, PhD

**Thank you for your support of Facets Youth Programs** where for over 30 years we have presented the best in media for children and teens from around the world. The Facets Educator's Curriculum is based upon our years of dedication to the cause of quality children's media.

**New!** The Facets Educator's Curriculum is aligned with the Common Core State Standards and the Fine Arts Standards! The Facets Film Unit is a flexible base for a learning adventure that engages every student. Teachers have a range of activity and assessment options, complete with state-of-the-art lesson plans, teacher guides, student response sheets, and assessments.

Facets' experience with K-12 students demonstrates that they love their new role in this exciting learning process. In their role as "Film Critics", students complete the same sequence of authentic tasks that professionals do! In the learning activities, students:

1. prepare to view the film;
2. view the film with a purpose;
3. deconstruct the film's component parts;
4. analyze the distinct parts of the film; and
5. evaluate the film in the primary performance task for assessment.

**Bonus:** Teachers can also engage students in writing an authentic Film Review that can be scored using the actual grade-level standards! Read all about it in the following pages.

**Page 3.** Use the Facets Film Unit to plan your own lessons: goals; sequence; assessment; big ideas; enduring understandings; knowledge and skills; transfer skills; the performance task and differentiation

### Prepare for Viewing:

- Page 5. Students engage: Response Sheet: Prepare! Preview! Predict!
- Page 6. Teachers introduce: The Student Role as Film Critics and Key Vocabulary
- Page 7. Students engage: Response Sheet: Key Vocabulary

**At the Film Screening:** Teachers set the purpose for viewing  
Students view the film in their roles as: Film Critics

**After the Screening:** Students engage in meaning-making activities

- Page 8. Teachers use Facets Question Framework to engage in film analysis
- Page 9. Students engage: Response Sheet: Question-Answer Analysis
- Page 10. Teachers use Storyboard Activities to engage in meaning-making
- Page 12. Students engage: Storyboard/ 3 Panels
- Page 13. Students engage: Storyboard/ 2 Panels
- Page 14. Students engage: Storyboard/ 1 Panel

### Assess Learning: The Primary Performance Task

- Page 15. Student Response: Assessment 1: Summary
- Page 16. Student Response: Assessment 2: Film Evaluation
- Page 17. Authentic Assessment: The Film Review Task
- Page 18. **Evaluate student performance** using the CCSS grade-specific, standards
- Page 20. **Extend learning** with film resources



### **The Facets Film Unit: Plan your own lessons**

More than twenty of the Common Core State Standards (CCSS) refer to film and media. As an art form, film is acknowledged both as text and also as a learning medium that stimulates multiple intelligences. Facets Film Unit is the perfect vehicle for learning! Use the components to plan for your classes.

#### **Goals**

- As established in the CCSS in Writing: Text Types and Purposes, students will:
- “1. write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence” (Grades K-5); or
  - “2. write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content” (Grades 6-12<sup>h</sup>)<sub>1</sub>.

In their role as “film critics”, students also demonstrate learning as established in the Illinois State Board of Ed Standards in Fine Arts: Visual Arts 25. A. 1d, students will: “know the language of the arts, and understand the sensory elements, organizational principles, and expressive qualities of film (Grades K-12)<sub>2</sub>.”

#### **Lesson Sequence**

**Before the Film Screening:** Students prepare for viewing.

1. The teacher guides students to complete the student Response Sheet: Prepare! Preview! Predict! Page 5.
2. The teacher pre-teaches concepts that give the purpose for viewing, analysis, and evaluation: The Student Role as Film Critics Page 6.  
The teacher pre-teaches: Key Vocabulary Page 6.  
Students engage: Response Sheet: Key Vocabulary Page 7.

**At the Film Screening:** Students engage their purpose for viewing.

The teacher reminds students to view the film in their role as film critics. As they view the film, students must look for examples of the Key Vocabulary/Concepts. They must identify evidence from the film to support their conclusions. Examples: “Be ready to identify the characters and to evaluate the actors who play those characters. Be ready to state a reason why you think the filmmaker chose to make this film.”

**After the Film Screening:** Students engage in meaning-making activities.

1. The teacher uses the Question Framework to engage in film analysis. Page 8.  
Students engage: Response Sheet: Question-Answer Analysis Page 9.
2. The teacher uses Storyboard Activities to engage in meaning-making. Page 10.  
Students use storyboards to represent their ideas in pictures and words.  
They summarize; they sequence; they connect; and construct stories.  
Students engage using: Storyboard/3 Panels Page 12.  
Students engage using: Storyboard/2 Panels Page 13.  
Students engage using: Storyboard/1 Panel Page 14.

### **Assessment**

**The Primary Performance Task:** students evaluate the film. Teachers may engage students at a higher level, assigning them to write a film review.

**The Student Role:** students view films as critics. They use the vocabulary of film and the critic's tools of analysis to deconstruct the film, to evaluate the distinct parts and the film as a whole. Students cite evidence from the film to support their ideas.

1. Teachers engage students in summarizing their ideas.  
Students engage using: Response Assessment 1: Summary. Page 15.
2. Teachers engage students in evaluating the film.  
Students evaluate the film: Response Assessment 2: Film Evaluation. Page 16.
3. Teachers may assign Assessment: The Film Review Task. Page 17.

**Teachers evaluate** student performance using grade-specific standards. Page 18.

### **The Big Ideas:**

- Every film operates on three levels: the subject or story of the film; the techniques used to create it; and the reasons why the filmmakers chose to show it that way.
- Film is constructed. Even documentary film is shot from a point-of-view and edited.
- Film is constructed to represent reality or show a point-of-view. Filmmakers have reasons why they made each film – this is called, the filmmaker's intent.

**Essential Questions:** Do movies move? How does film create the illusion of motion?

### **Enduring Understandings:**

As a result of their learning, students better understand tools and processes used to deconstruct, analyze, construct, and evaluate film.

**Knowledge:** Students learn the key vocabulary of film.

**Skill Development:** Through engagement in sequenced learning activities, students will develop skills to deconstruct, examine, manipulate, analyze, and evaluate parts of a film. They will improve their ability to infer meaning, using evidence from the film to support their ideas.

**Skill Transfer:** On their own, students will evaluate film, using evidence from the film to support their conclusions.

### **Differentiate Instruction, Accommodate and Modify as Indicated**

Consider these techniques in adapting for your students: vary difficulty level and/or levels of teacher support; allow for degrees of participation; vary teacher input (spoken, written, visual) and/or student output (spoken, written); vary expectations in number of responses and/or time (less or more); modify goals (by changing the expectations) or modify the substance of the lesson to accommodate individual proximal learning. Implement all accommodations and modifications indicated on IEP and 504 plans.

### **Make it your own!**

Use the Facets Film Unit as a springboard. Combine it with your own ideas to optimize it and make it work for your students in your school.

**Student Response Sheet: Prepare! Pre-View! Predict!****Your Name:** \_\_\_\_\_**Date:** \_\_\_\_\_**1. Listen to your teacher explain the film you will be seeing. Write notes below:****Day/Date/Time:** \_\_\_\_\_**Title of The Film:** \_\_\_\_\_**Details about the Film:** \_\_\_\_\_

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**2. Based on the Title and Details, predict what might happen in this film:**

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**3. Connect what you've heard about the film with things in your own life.  
Think of a story or experience this film reminds you of. Explain below:**

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## **Define the Student Role as Film Critics and Pre-teach Key Vocabulary**

The teacher introduces the **Student Role** in viewing the film – as **Film Critics**.

**Their job, as film critics, is:** to identify, to understand, to consider, and to evaluate (or judge) the different parts of the film -- using evidence and examples from the film to support their ideas. Finally, they must evaluate the film as a whole, using evidence from the film to support their conclusion. Some students will also write a Film Review.

The **Key Vocabulary** below includes some of the words students will use in their role.

**actor** – a performer who enacts imaginary characters and imaginary events

**characters** – the beings in a story

**characteristic** – a quality that describes or identifies

**conflict** – the problem in a story

**critic** – a person who evaluates a film

**dialogue** – the words characters speak in a film

**director** – the person who makes the decisions about how the film is made

**documentary** – a fact-based, non-fiction film about real life

**editing** – the process of putting the parts of the film together

**genre** – the type of film (for example: animation, narrative, documentary)

**narrative** – a type of film that tells a story

**motivation** – the reasons why a person does something

**panel** -- one single drawing on storyboard

**plot** – the plan of actions in a story

**sequence** -- a group of shots that are edited together to make a scene

**screenwriter** – the writer of the script (words, sounds, & visuals) used to shoot the film

**set** – the place built or arranged to show the setting

**setting** – the imaginary place where story events happen, the time, the season

**shot** -- the unit of film recorded from the moment the camera is turned on until the moment the camera is turned off

**soundtrack** – the recording of the sounds of the film (dialogue, music, sounds) in order

**storyboard** -- drawings of camera shots with words that explain

### Student Response Sheet: Key Vocabulary

**Your Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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|---|--|
| Discuss <b>Key Vocabulary</b> words with your teacher. Write notes below:   | Use <b>Key Vocabulary</b> to write examples from films or stories you know:  |
| <b>character:</b> the beings in a film or story<br><br><b>Notes:</b> Some characters are people, or animals. Even a car can be a character. | <i>In the film, <u>Free Willy</u>, a main <u>character</u> is: <u>Willy the Whale</u>.</i><br><br><b>In the film:</b><br><br><b>a main <u>character</u> is:</b>    |
| <b>plot:</b> the plan of actions in a film or story<br><br><b>Notes:</b>  | <b>The <u>plot</u> of the story:</b><br><br><b>is about:</b>   |
| <b>conflict:</b> the main problem in a film or story<br><br><b>Notes:</b>   | <b>The <u>conflict</u> in the story:</b><br><br><b>is that:</b>  |
| <b>setting:</b> the place and time of story events<br><br><b>Notes:</b>   | <b>The story:</b><br><br><b>is <u>set</u>:</b>   |
| <b>documentary:</b> a fact-based, non-fiction film<br><br><b>Notes:</b>   | I saw a fact-based documentary about: <i>real <u>leopards</u>. It was called: <u>National Geographic Special</u>.</i><br><br>I saw a fact-based documentary about: |
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## **Use Facets Question-Framework to Engage Students in Film Analysis**

One of the most important tools of analysis in the Unit is Facets' Question Framework, an inquiry-based process that stimulates critical thinking. Critical thinking recognizes the reasons behind decisions and distinguishes facts from opinions. The teacher asks questions that motivate the student's thought processes, resulting in a student response. Professional film critics answer these same questions.

The teacher asks students to answer the questions: who, what, when, where, why, and how as a means of examining the distinct parts of the film. Answering the questions provides students with a framework for critical analysis they can use to evaluate the film as a whole.

Through these questions, students explore the 3 Big Ideas of the Unit:

1. Every film operates on three levels: the subject or story of the film; the techniques used to create it; and the reasons why the filmmakers chose to show it that way.
2. Film is constructed. Even documentary film is shot from a point-of-view and edited.
3. Film is constructed to represent reality or show a point-of-view. Filmmakers have reasons why they made each film – this is called this the filmmaker's intent.

Through their engagement with the Question-Answer Analysis, students engage and apply their knowledge of the key vocabulary of film. They also develop skills to deconstruct, identify, examine, manipulate, and analyze parts of a film. As they identify examples and evidence from the film to support their own ideas, they improve their ability to infer meaning.

The questions in the student response sheet engage higher order thinking skills, including: relating the film to direct personal experience, sequencing events, comparing and contrasting, drawing conclusions, and using evidence to support their ideas.

The answers to some questions are “right there” in the film, requiring simple recall:

**Who** are the characters? **Where** is the story set? **When** do the events take place?

Questions that ask, **What Kind** of film is this?, explore **genre** or type of film.

Students distinguish the qualities of narrative film from fact-based film.

They are required to summarize answers to questions about the plot or events:

**What happens** in the beginning, in the middle, and in the end of the film?

**How** questions require higher order thinking as students stand back from the story or topic to consider how the film was constructed using film tools of sound and visuals.

**Main Idea** and **Why do you think...?** questions also require higher order thinking. They are used to explore the reasons why the film may have been made and the filmmaker's intent.

In the final assessment activities, students will build-upon their analyses when they complete their Film Evaluation and if they write the Film Review.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Analyze the film by answering questions that examine the different parts of the film. Write your answers on a separate sheet of paper.**

**1. What kind** of film is this? (What is the **genre** of this film?)

1.A. Is this film in the **live-action** style, or is it in the **cartoon/animation** style?

1.B. Do you think the events in this film really happened (**documentary/ non-fiction**), or do you think this is a made-up story (**fiction/narrative**)?  
Explain your answer with an example from the film.

1.C. Is this the kind of film that has a story about a **problem/conflict** or is it a fact-based film about a real-life topic?  
Explain the conflict or the factual topic of this film.

**2. Who** is the film about? Explain the characters or the real people in the film.

**3. When** do the events of the film take place? What is the season of the year?  
Do the events take place in the present time, or in a past time, or in the future?  
Explain with examples from the film how you know when the story is set.

**4. Where** do the events of the film take place? Explain the setting of the film.

4. A. Do the events take place in a fantasy world, or in a real country?

4. B. Do the events take place in a city, or in the countryside, or in a wilderness?

4. C. How did the filmmaker show the setting with visuals you could see in the film?

**5.** Explain the **plot** or events of the film in a short **summary**.

5.A. **What happens** in the beginning of the film?

5.B. **What happens** in the middle of the film?

5.C. **What happens** at the end of the film?

**6. How** did the filmmakers use film techniques to show their ideas? Give examples:

6.A. **How** did they use **visual** images we see?

6.B. **How** did they use **audio**/sounds we hear — music, sound effects, or words?

**7.** If you had to identify a **main idea** for the film, what would it be?

Give an example from the film to explain your statement of the main idea.

**8. Why do you think** the filmmakers may have made this film?

Give an example from the film to explain why you think the filmmakers may have made this film.

## **Use Storyboard Activities to Engage Students to Construct Meaning/ A. 10.**

Consider these ideas as you plan and lead activities based on the 3 Student Storyboard response sheets that follow next.

Pose **Essential Questions**: Do movies move? How does a filmmaker create the illusion of motion?

Discuss **The Big Idea**: Motion pictures are a series of recorded single images that show advances in movement. When projected quickly on a screen, single images give the illusion of motion. Filmmakers use storyboards to plan their “motion picture”!

### **Pre-Teach Storyboard Vocabulary**

Filmmakers use storyboards as the basis of their plan to shoot their film. A storyboard is visual “shorthand” and only represents how viewers will see action. Storyboards often look like simple, comic book line-drawings. People are often represented as simple stick figures.

Some drawings show the image the camera will see when it is first turned-on. Other panels use arrows to suggest how the camera will move. Written notes next to the drawings may explain sound effects, dialogue, directions to the camera operator or to actors, etc.

- A **storyboard** -- drawings of camera shots with words that explain
- A **panel** -- one single drawing on storyboard
- A **shot** -- the unit of film recorded from the moment the camera is turned on until the moment the camera is turned off
- A **sequence** -- a group of shots that are edited together to make a scene

### **Using Storyboards in Learning Activities**

Select and copy the Student Storyboard Sheet that works best for your activity:

3-Panel storyboards (P.12) are good for summarizing (beginning, middle, and end) and for representing 3 “aspects” of the film, for example: 3 facts about life in Taiwan; the 3 stages of the life cycle of the Monarch butterfly; 3 different settings shown in the film; 3 key scenes I recall, etc.

2-Panel storyboards (P.13) are great for activities that compare or contrast, for example: protagonist-antagonist; before-after; cause-effect; problem-solution, comparing an aspect of the film with the student’s own experience, etc.

1-Panel storyboards (P.14) are good to focus on a single concept, image, or event. This response sheet offers the most space for writing.

## **Use Storyboard Activities to Engage Students in Constructing Meaning/ B. 11.**

Consider these ideas as you plan and lead storyboard activities with your class --

**1-Panel Storyboards:** Engage in activities that prompt students to recall the visual images and to arrange the shots in sequence.

- 1A. "Draw a picture of an image you remember from the film.  
In the text box, write what you remember about it."
- 1B. "Next, let's have 3 students explain their storyboards. After hearing all three, we'll put them in order of how each image appeared in the film."
- 2A. Divide the class in 3 groups: the beginning of the film, the middle of the film, and the end of the film. "Draw an image you recall from that part of the film".
- 2B. "Next, one student from each group will explain what they drew to show their part of the film." When we hear an event from beginning, the middle, and the end of the film, we hear a summary of the film. Different groups of 3 focus on different events, each presenting a different summary of the film!

**2-Panel Storyboards:** Engage in activities that prompt students to connect the events and themes of the film with their own experiences.

- Compare the main character's home and yours
- Compare the games played by children in the film and the games you play
- Compare the setting of the film and the setting of your life in the USA
- Compare-Contrast by drawing something in the film that is similar to your life, and then draw something that is different from your life.

**3-Panel Storyboards:** Engage in activities that focus on the reasons why the film may have been made. Or give specific directions for each of the 3 panels, for example:

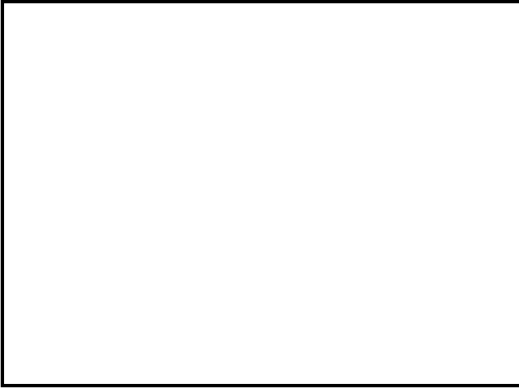
1. "In the first panel, draw a picture to represent the film's main conflict (or documentary topic). Write in the text box to explain your idea."
2. "In the second panel, draw a picture to show how the conflict was resolved (or how the main topic was shown at the end of the documentary). Write an explanation."
3. "In the third panel, think of a different ending that the filmmaker could have used. Draw that. Write about your different ending in the text box next to it."

**Use storyboard activities to connect with content areas and current events:**


- Engage in activities that prompt students to connect the events and themes of the film with content areas: social studies, language arts, science, math, music, languages, dance, drama, visual arts.
- Engage in activities that prompt students to connect the events and themes of the film with current events.

**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**A.** \_\_\_\_\_



**B.** \_\_\_\_\_



**C.** \_\_\_\_\_



**A.**

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**B.**

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**C.**

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**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**A.**



**A.**

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**B.**



**B.**

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**Student Storyboard -- 1 Panel/Your Name:** **14.**

**Student Storyboard -- 1 Panel/Your Name:** **14.**

**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**Student Response Assessment 1: Post-viewing Summary**

**15.**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Who** is in this film? \_\_\_\_\_

**Where and when** is this film set? \_\_\_\_\_

Summarize what happens **in the beginning** of the film \_\_\_\_\_

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Summarize what happens **in the middle** of the film \_\_\_\_\_

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Summarize what happens **in the end** of the film \_\_\_\_\_

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Explain the main **conflict or topic** of this film: \_\_\_\_\_

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**Author's Intent**

**Why do you think the filmmaker made this film? Give reasons for your answer.**

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| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|



Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Decide a grade for different parts of the film. Select one of the following grades:

| Grades | A = Outstanding | B = Very Good | C = Good | D = Needs Improvement |
|--------|-----------------|---------------|----------|-----------------------|
|--------|-----------------|---------------|----------|-----------------------|

- \_\_\_\_\_ 1. The **characters** (or real people) who were in the film
- \_\_\_\_\_ 2. The **plot** (or what happened) in the film
- \_\_\_\_\_ 3. The **conflict** (or the topic) shown in the film
- \_\_\_\_\_ 4. The **setting**, showing where and when the events in the film took place
- \_\_\_\_\_ 5. The **editing**, of how the shots in the film moved from the beginning, to the middle, to the end of the film
- \_\_\_\_\_ 6. Now, give **one grade** to the **whole film**.

On the back of this paper, write a good reason for each grade you gave (6 reasons).

**What could be the message of this film?**

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**What kind of people might like this film?**

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Think about all the parts of the film. Now, check only one answer:

As a whole, I like this film. \_\_\_\_\_ (or) As a whole, I do not like this film. \_\_\_\_\_

**Would you recommend this film for others to see? Check only one answer:**

Yes, I think others should see this film. \_\_\_\_\_ (or) No, I do not. \_\_\_\_\_

On the back of this paper, write your final conclusions or recommendations:

- \* Explain your opinion of the film as a whole.
- \* Use film vocabulary to write about different parts of the film.
- \* Use examples from the film to support your ideas.
- \* Do you recommend that other students see this film?

Following all other learning activities, assigning students to write a film review presents **an authentic performance task for assessment**. Students have been prepared for this task, through the early introduction of the student role as: film critics.

The Film Review Task is a vehicle for demonstrating student achievement of the Unit goals (p.3) in the CCS Standards for Writing and in the IL State Fine Arts Standard 25, to know the language of the arts.

Teachers will tailor their own Film Review Task and rubric of expectations, for their students. The Film Review Task can be designed and assessed using the related CCSS Grade-Specific Standards for Writing Grades K-12, included on pages 18-20. Not all the standards are appropriate to be included in this authentic task of writing a film review for intended publication. Consider the elements of a film review.

### **What Makes a Good Film Review?**

#### **Write with your audience in mind.**

(Students write for an audience of students deciding whether to see this film.)

#### **Meet the publisher's expectations.**

(Students write for intended publication in a newspaper, magazine, or blog.

Teachers decide expectations for paragraphs and organization of the review.

Teachers can assign students to use "formal style" for writing.

Teachers plan assignments that reflect expected steps in the writing process:

outlines are due:\_\_\_\_, 1<sup>st</sup> draft is due:\_\_\_\_, peer editing:\_\_\_\_, final copy: \_\_\_\_.)

#### **Include the following elements in your review:**

**Identify the title of the film.**

**Summarize the film's action.** (Answer: Who? What happens? When? Where?)

**Give your opinion.** (Do you like the film? Do you recommend others see it?)

**Explain reasons that support your opinion** (Teachers list expectations:

Discuss at least 3 specific parts of the film that shaped your opinion;  
explain what you think is the message of the film, etc.)

**Conclude your review.** (Teachers can list possible elements, such as: re-state your opinion; explain the reasons for the final grade you give the film as a whole; explain what kind of people might like this film; comment on the value of the message or the filmmaking style, etc.)

### **Design the Film Review Task and the Rubric of Expectations**

Teachers consider the learning tasks they actually engaged with their students: pre-viewing the film; the selected film vocabulary; viewing the film; summarizing the film; deconstructing the film's elements; inferring the filmmaker's intent and the message; evaluating distinct elements of the film and evaluating the film as a whole. .

Review student response documents to clarify which elements (vocabulary, film concepts, etc.) were actually engaged and to what degree.

Finally, write the Film Review Task with clear directions to the student, including a student-friendly rubric of expectations they can use to guide their writing.

**Grade-Specific Writing Standards: Text Types and Purposes**

| <b>Kindergarten Students</b>   | <b>1<sup>st</sup> Grade Students</b>  | <b>2<sup>nd</sup> grade Students</b>  |
|--|---|---|
| <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about</p> <p>and state an opinion or preference about the topic or book.</p> | <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about,</p> <p>state an opinion, supply a reason for the opinion,</p> <p>and provide some sense of closure.</p> | <p>1. Write opinion pieces in which they introduce the topic or book they are writing about,</p> <p>state an opinion, supply reasons that support the opinion,</p> <p>use linking words to connect opinion and reasons, and</p> <p>provide a concluding statement or section.</p> |

| <b>3<sup>rd</sup> Grade Students</b>   | <b>4<sup>th</sup> Grade Students</b>   | <b>5<sup>th</sup> Grade Students</b>   |
|--|--|--|
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> | <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> |

**Grade-Specific Writing Standards: Text Types and Purposes**

| <b>6<sup>th</sup> Grade Students</b>  | <b>7<sup>th</sup> Grade Students</b>  | <b>8<sup>th</sup> Grade Students</b>   |
|---|---|--|
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |

**Grade-Specific Writing Standards: Text Types and Purposes**

| Grades 9-10 Students  | Grades 11-12 Students   |
|---|---|
| <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |

**Extend Learning with Film Resources:** Facets Multi-Media is a leading source for rental or purchase of quality films for children, youth and adults. Visit [www.facets.org](http://www.facets.org), call 773-281-9075, or email [sales@facets.org](mailto:sales@facets.org) or [rentals@facets.org](mailto:rentals@facets.org) to access their library.

**Sources:**

1. Illinois State Board of Education. Common Core State Standards: English/Language Arts, 2010.
2. Illinois State Board of Education. Illinois Learning Standards: Fine Arts, Revised 1997.