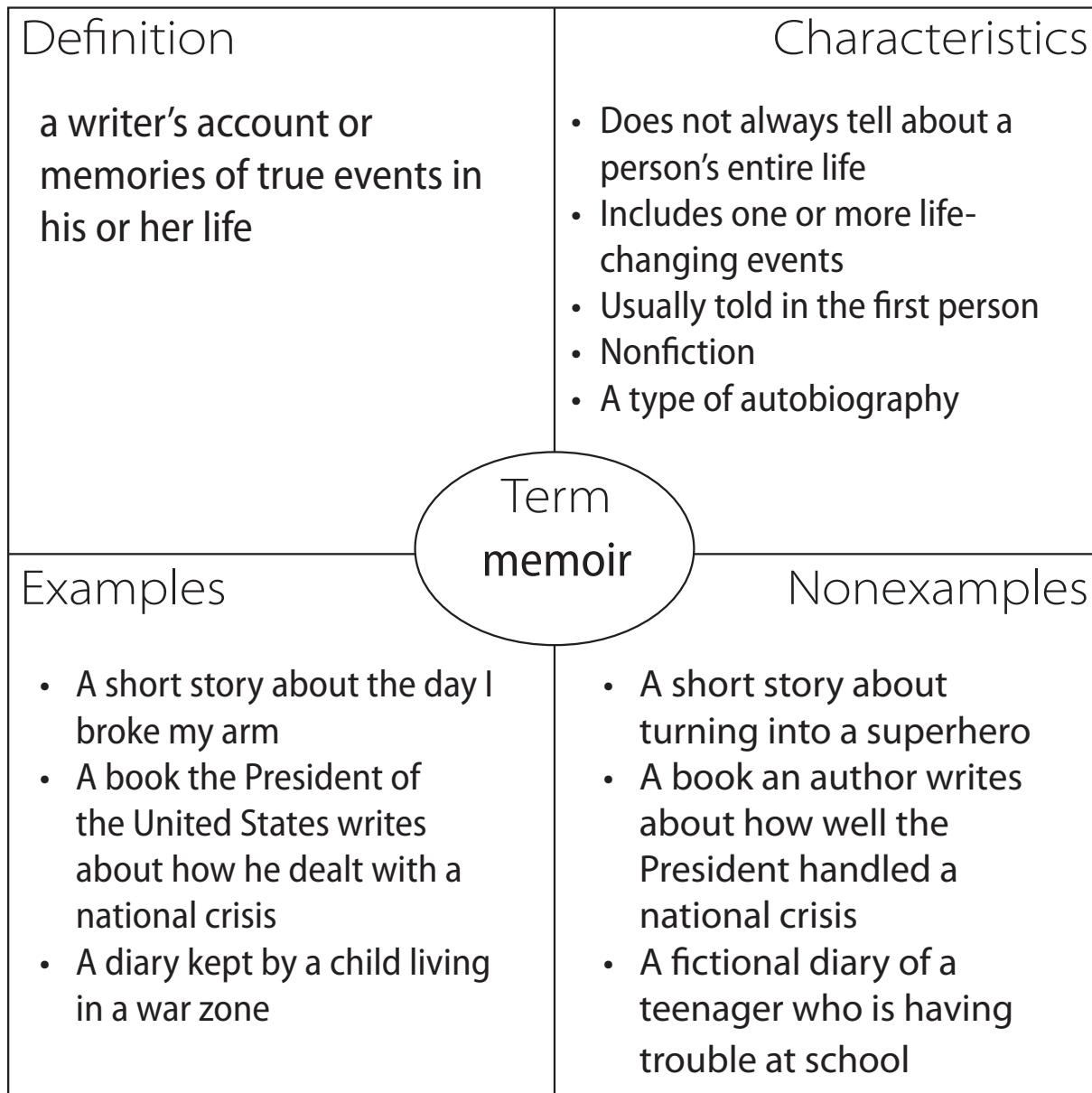


Completed Frayer Model: English Language Arts Example 1



Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

Please see next page for TEKS information.

English Language Arts TEKS

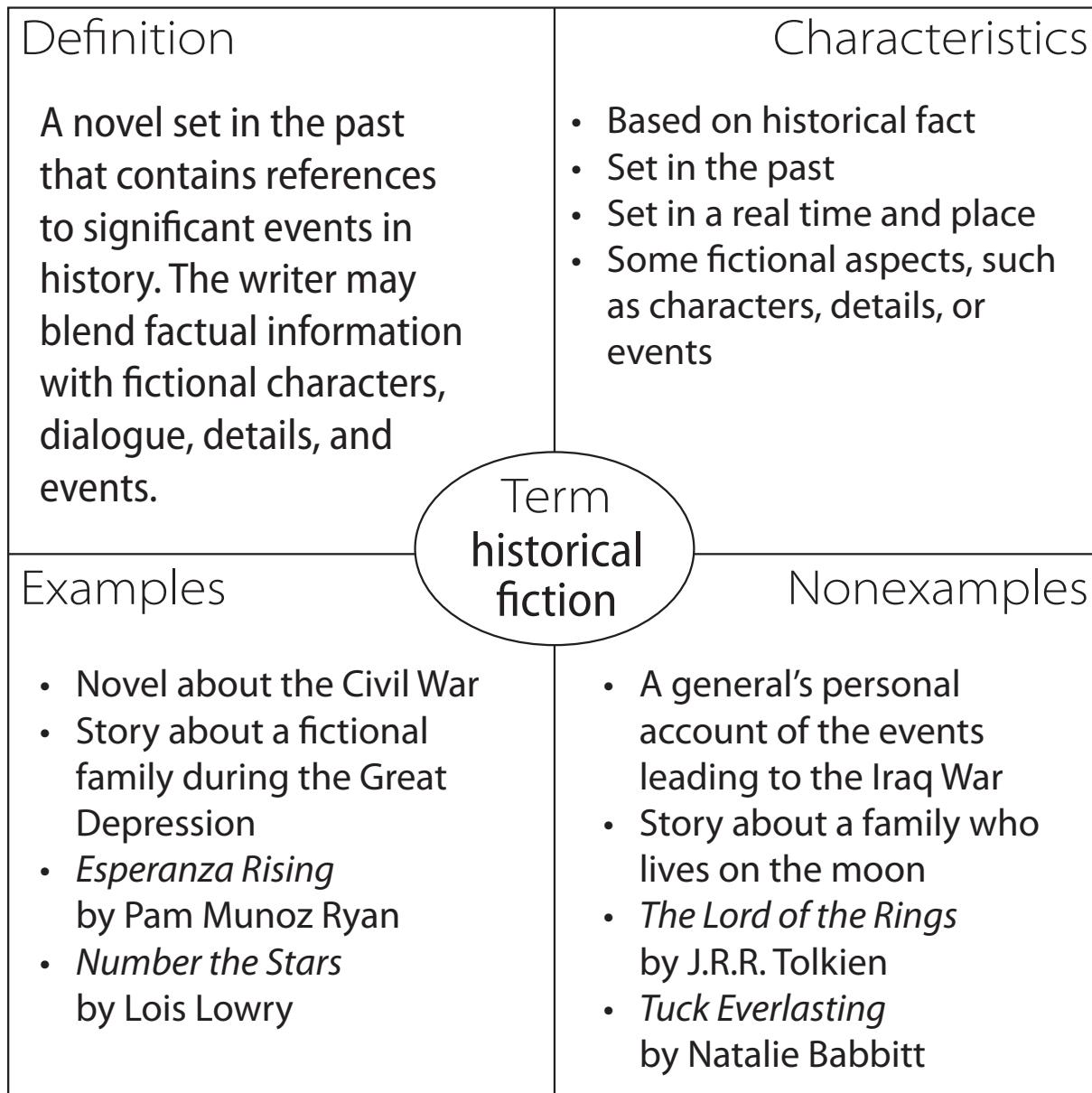
Grade 6

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

Accomplishing this knowledge and skills statement would occur in stages as students first built a surface-level understanding of the definition and characteristics of memoirs and then deepened their understanding by examining examples and nonexamples on the Frayer Model. To fully accomplish the student expectation within this knowledge and skills statement, it would be necessary for the teacher to extend the lesson to include a comparison and contrast of a memoir with an autobiography. Other literary terms in grades 6–8 can be explored deeply using the Frayer Model.

SOURCE: TEA, 2008a.

Completed Frayer Model: English Language Arts Example 2



Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). *A schema for testing the level of concept mastery* (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

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English Language Arts TEKS

The following is not specific to historical fiction and should be addressed across genres.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

Grades 6–7:

(C) analyze how place and time influence the theme or message of a literary work.

Grade 8:

(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the work.

The example provided here is for illustrating the use of the instructional routine to TALA participants. It is not intended to convey a preference for a particular novel, nor is it intended as a required reading.

SOURCE: TEA, 2008a.