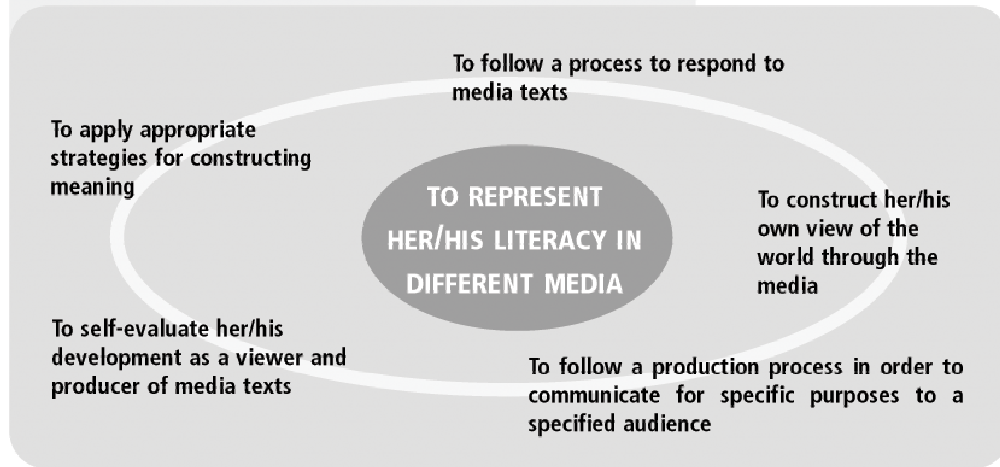


English Language Arts Essential Knowledges ~ Cycle 2

Key Features of Competency 3



COMPETENCY 3 ~ EVALUATION CRITERIA

- Produces familiar and age-appropriate media texts collaboratively with peers, for a familiar audience
- With guidance, in the context of sharing her/his integrated ELA portfolio, draws associations between her/his productions and experiences with the media

STRATEGIES FOR CONSTRUCTING MEANING

When responding to and producing texts, the student constructs meaning through:

• The familiar images, signs, symbols and logos in her/his environment:

- Recognition that they are made by people for different purposes
- Recognition that they have meanings/messages

• Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):

- Own questions in order to predict and confirm
- Drawing on prior experience with familiar media texts to understand how they are constructed
- Rereading/looking again in order to clarify and extend understanding of a text

• Structures and features of texts:

- Comparison of structures and features of familiar media texts, e.g. sees that two ads for children are trying to sell something in different ways
- Recognition that charts, maps, captions, time lines and graphs in different texts may convey information not found elsewhere in the text

RESPONSE PROCESS AND MEDIA

The student uses a response process in order to:

• Make meaning of a media text by:

- Brainstorming
- Drawing on prior knowledge
- Sharing responses with peers
- Making connections to own experiences
- Returning to text
- Considering some of the functions of different familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information
- Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers. See also related activities in response to written texts in Competency 1

NOTE: See also the response and writing processes in Competencies 1 and 2, as well as Competency 4, Talk for Learning and Thinking.

• Consider some of the functions of the media through:

- Collaboration with peers in pairs, small groups and whole class to clarify, decode and respond to media texts
- Recognizing and naming of familiar media: television, radio, film, magazine, video, Internet, CD-ROM, children’s magazines. See also Cross-Curricular Competency—ICT
- Identifying her/his understanding of the message(s)/meaning(s) of familiar media texts
- Looking at some functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information
- Locating texts that entertain and inform by searching the Internet. See response to written texts in Competency 1

VIEW OF THE WORLD THROUGH MEDIA

The student understands that texts are social and cultural products through:

• Own response and responses of others:

- Comparison of own response with those of peers in order to support and enrich own understanding. See also Key Features 1 and 2 in Competency 4 for use of talk in learning
- Use of photographs:
 - Family photographs:
 - for storytelling, with guidance
 - exploration of their function as a means of recording important events and memories

• Real and Imaginary Worlds:

- Exploration, through discussion, of how characters, incidents and/or events in media texts that tell a story relate to her/his personal experiences. See also Competency 4
- Returning to text to make sense of real and imaginary events
- Exploration and discussion of the distinguishing features of real and imaginary events and characters
- Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers
- Exploration of the depiction of heroes and heroines, both imaginary and real, in the media

PRODUCTION PROCESS

The student follows a process in collaboration with peers that includes the following stages:

• Pre-Production:

- Selection from the following text types (NOTE: The texts listed below are the same as those that are referred to throughout the Production Process):
 - greeting cards, illustrated picture books, storyboards, paintings and drawings, illustrations (using different media), cover for a favourite book
 - posters and signs, charts, graphs and time lines, comic strips, computer-assisted graphic reproductions, models from instruction booklets, surveys of viewing habits, magazine for peers
- Immersion in the text type to be produced and discussion of its structures and features. See also Competency 1, Response Process and Reading
- Creation of criteria for guiding production:
 - Initial consideration, based on her/his knowledge of familiar text type, e.g. features of an effective poster, narrative film, video, news story, etc.
- Exploratory planning in a risk-taking environment that promotes trial and error and includes:
 - discussion about purpose, audience and context, in collaboration with teacher and peers. See also Competency 2, Writing process for pre-writing activities
 - a familiar audience of peers, family and teacher
 - writing of script, storyboard or rough draft of project

• Production

- Production of the texts listed above in groups with peers that:
 - Incorporate images, symbols, signs, logos and/or words to communicate meaning or message
 - Incorporate appropriate communication strategies and resources given the text type and the context, i.e. purpose, audience, message/meaning. See also Strategies section, Competency 3 and Creativity in Cross-Curricular Competencies
 - Function as narrative media text type
 - Function as popular media text type
 - Function as information-based text type:
 - communicates information to familiar audience
- Use mixed media, e.g. images and words. See also Competency 2 for integrating writing and the media and Methodological Cross-Curricular Competency—ICT

• Use different technologies in order to construct a variety of text types:

- Simple word processing
- Multimedia resources to support learning, e.g. interactive books, educational software, multimedia encyclopedias. See also Competencies 1 and 2 and other disciplines for integration
- An audio recorder to listen to or record a story. See Methodological Cross-Curricular Competency—ICT
- VCR, audio recorder and other technologies. See Methodological Cross-Curricular Competency—ICT

• Post production:

- In collaboration with group members:
 - Review of texts produced (i.e. from list above) in order to focus on message/meaning
 - Guidance with initial editing of text
 - Seeking of feedback from peers
 - Presentation of text to intended audience
 - Self-evaluation of text produced. See Self-Evaluation in this section

SELF EVALUATION

The student learns to apply her/his knowledge about media language and texts deliberately, consciously and with increasing control and enjoyment, in conversations with teachers and peers about her/his strategies, responses and productions that include:

• Sharing her/his integrated ELA portfolio. See also other competencies in this program

- In order to talk about and reflect on productions of texts listed above and responses on a regular basis throughout the cycle
- In order to discuss pleasure taken in viewing, producing and discussing media texts intended for children of the same age
- In order to present a range of responses and productions of texts listed above in an organized way

• Active participation in guided student/teacher oral conferences about:

- Own media productions, (with prompting in Cycles One and Two)
- Some of her/his viewing and production strategies
- Favourite (media) text types
- Likes, dislikes and own development over time

• Development of learning goals, with guidance:

- Beginning to articulate realistic individual learning goals based on experiences producing texts. See Competencies 1, 2 and 4 for related activities

End-of-Cycle Outcomes – Cycle 2

By the end of Cycle Two, the student uses her/his growing repertoire of response strategies by making predictions, asking questions and returning to the text in order to clarify meaning, to unlock the meaning(s)/message(s) of familiar, age-appropriate media texts. With her/his teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding to the media during whole class and small group discussions and when producing media texts/he produces a range of media texts collaboratively with peers, in a supportive and risk-taking environment, for a familiar audience and a clear purpose, using mixed media. These texts reflect a tentative understanding of familiar structures and features of media texts. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher to review her/his integrated ELA portfolio, that includes her/his (media) productions, the student begins to actively participate by talking about her/his own reading (i.e. listening or viewing) and production strategies.