

CROSS GRADE COMPARISON CHART

Media

Overall Expectation 4

MEDIA OVERALL EXPECTATION # 4: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Reflecting on Media Literacy Skills and Strategies

4.1 Metacognition

Grade 1	Grade 2	Grade 3	Grade 4
<p>identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts <i>Teacher prompts:</i> “How did thinking about your audience help you create your poster?” “How did looking at other posters help you come up with ideas for this poster?”</p>	<p>identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts <i>Teacher prompt:</i> “How did choosing music to go with the story help you understand the story or poem better? Would you choose to do this again? Why? Why not?”</p>	<p>identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts <i>Teacher prompt:</i> “What skills did you use to understand this book/video/ Internet site? Would you use your skills differently or the same way the next time you view a similar work?”</p>	<p>identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers <i>Teacher prompt:</i> “What skills do you use, before, during, and after you work with or create a media text? Be sure to consider all the skills required for texts that have more than one form: for example, television uses sound, visual images, and sometimes print.”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers <i>Teacher prompt:</i> “Reflect on the media product(s) you have created. What did you learn from the process? How will that influence your next effort?”</p>	<p>identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers <i>Teacher prompt:</i> “What skills and knowledge have you needed to interpret and create the variety of media forms you have studied?”</p>	<p>identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers <i>Teacher prompt:</i> “What aspects of the planning process were most important to the success of your media text?”</p>	<p>identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers <i>Teacher prompt:</i> “Why was it helpful to think about your audience’s needs or wants before creating your advertisement?”</p>

4.2 Interconnected Skills

Grade 1	Grade 2	Grade 3	Grade 4
<p>begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompts:</i> “How did talking about the project with other students help you create a better poster?” “What language skills did you use in creating this media text?”</p>	<p>explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompt:</i> “Think about your project. How many different language skills did you use?”</p>	<p>explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompt:</i> “What language skills did you need to use to make sense of the video? How does your knowledge of fiction and non-fiction help you understand videos/movies/DVDs?”</p>	<p>explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompt:</i> “Does reading and writing about a story after seeing the movie or DVD give you new ideas about what you saw?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompts:</i> “How are reading, viewing, and listening similar? How can your strengths in one area help you in another?” “How can listening to a music soundtrack help you understand the feelings of a character?” “How are talking, writing, and creating media texts similar? How do strengths in one area help you in another? How can writing skills help you in producing media texts?”</p>	<p>explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompt:</i> “Which reading and listening comprehension strategies help you most in developing interpretations of media texts such as movies and advertisements?”</p>	<p>explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompts:</i> “How do reading skills help you judge the effectiveness of your own media texts?” “What writing skills might help you improve the effectiveness of your own media texts?”</p>	<p>explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts <i>Teacher prompt:</i> “How could reading about food and health help you when you are trying to create an advertisement for a ‘healthy eating’ ad campaign?”</p>