

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

By the end of English 2202 students will be expected to

- 4.1 read a wide variety of print texts recognizing elements of those texts that are relevant to their own lives and community
- 4.2 view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts
- 4.3 assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives
- 4.4 demonstrate an understanding of and apply the strategies required to gain information from complex print and multimedia texts
- 4.5 articulate their understanding of the author’s purpose in relation to the impact of literary devices and media techniques on the reader or viewer

Suggestions for Teaching and Learning

Learning experiences should

- involve students in working with diverse texts and tasks
- focus on adapting reading and viewing strategies to specific purpose
- help learners to move between text and their own experiences, using each to reflect on the other
- involve students in using library resources (including database systems, Web sites, etc.) for defined purposes
- introduce students to a wide range of cultural experiences in their interactions with texts

It is important that students have support from teachers to

- encourage wide reading in addition to reading class sets of texts
- provide a wide range of texts and a variety of genre
- provide instruction, demonstration, and modelling of appropriate strategies

It is important that students

- reflect on how they learn, e.g., through independent reading and subsequent discussion of reading with their peers
- understand how a reader’s or viewer’s interpretation of text can change over time
- understand how the prior knowledge/experience of a reader or viewer influences interpretation of and response to text
- see the role of text in relation to community and culture

Appropriate learning experiences include those in which learners, for example,

- anticipate, predict, and confirm meaning
- explore issues and ideas in different print and media texts
- use a range of writing strategies (such as note-making, charts, drawings) to gather information
- use writing and other ways of representing to extend and clarify their thinking and understanding of texts
- read and view to determine specific structures, e.g., cause and effect, comparisons, intent, techniques of text construction
- explore voice and the ways in which voice is represented in differing texts
- establish criteria for the evaluation of texts
- bring prior knowledge of literature, information, media, and visual texts to the learning situations

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

Appropriate learning/assessment tasks include those in which students, for example,

- use prior knowledge to construct meaning
- adjust reading strategies to read a range of text types
- keep ongoing records (e.g., lists) of strategies and skills they are developing and examples of how and when they use them
- recognize when strategies/approaches are not effective and try different strategies/approaches
- apply what they have learned to new situations
- demonstrate an understanding of the main ideas, events, themes, etc., of a variety of increasingly complex texts (e.g., novels, dramas, stories, poetry, other print material, and electronic media)
- assume the point of view of a character in a novel, short story, TV program, or film, in a role-playing situation
- explain why a particular text matters to them
- discuss the motives and feelings of characters/people in fiction and non-fiction texts and refer in a sustained, coherent way to provide details to support their views, paying attention to implied as well as stated meanings
- support an opinion about themes and issues in a text by referring to details in the text, distinguishing between points that are central and those that are peripheral
- recognize how readers' and viewers' values and prior knowledge/experience influence meaning and interpretation
- write a criticism of a literary text, considering it as a product of its time
- describe with close reference to a written text how the opening sequence might be filmed to establish mood and setting
- compare the ways in which ideas and information are presented in different media
- identify and compare codes and conventions for a variety of media
- identify and discuss the strengths and limitations of a variety of media
- determine which medium is most appropriate in different communication situations
- discuss different interpretations of a media message
- draw conclusions and make judgments while reading or viewing

Notes/Vignettes

Teachers need to

- establish clear expectations for students in their reading and viewing of diverse kinds of texts for defined purposes
- choose assessment strategies that will best reflect learning outcomes
- assess student learning in a variety of independent and group contexts
- communicate to students *before* they undertake a reading or viewing how their learning will be assessed
- encourage students to select texts that provide challenges to them as readers and viewers
- plan regular opportunities for students to actively engage with media texts as well as print texts

Focus on Strategies

It is important that students are able to reflect on and describe the reading/viewing strategies that they

- use frequently for specific kinds of tasks
- find effective for a wide variety of tasks
- use for challenging texts/tasks
- have difficulty applying
- do not find useful or effective
- can apply to their reading/viewing experiences in other subject areas and outside the school

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Outcomes

By the end of English 2202 students will be expected to

- 5.1 acquire information from a variety of sources, recognizing the concepts and ideas that can be utilized to generate student text
- select appropriate information from a variety of sources, making meaningful selections for their own purposes
 - recognize and reflect upon the appropriateness of information
 - synthesize information from a range of sources, including the electronic network

Suggestions for Teaching and Learning

Reading a variety of print texts is critical for students to be able to extend their analysis of text and take into consideration the place and time of the writing. Providing straightforward and some challenging models of text from different periods of time will help students to better understand themselves as readers.

Texts can be understood as having multiple meanings. The meaning of text can not be fixed. The interpretation of texts is determined by the prior knowledge of the readers/viewers and the readers/viewers place in time. Students need to revisit text and question and compare their interpretations of text. In collecting information from different texts, students need to explore the availability and accessibility of information in the text.

Students will be expected to examine the structures and features of texts and how certain texts are more accessible than others. Through accessing a wider range of texts students learn strategies to interpret formal and difficult texts in meaningful ways.

Teachers need to require responses to text and challenge students to select some difficult texts.

Learning experiences should focus on

- the process of reading for information
- analysis and synthesis of researched information from a variety of sources and texts
- challenging students to validate their sources of information
- examining opposing information or opinions in text
- strategies for evaluating and selecting information and information sources
- reflection on the application of information and knowledge

Appropriate learning experiences might include

- using notes to generate and record questions, thoughts, connections, memories, impressions ideas, etc.
- using a computer database to record, compare, and organize information and responses
- using videos in responding to text or combining information from visual and multimedia texts
- collating information from a variety of sources and sharing the information and the strategies used in the gathering process with other students
- exploring visual text and discussing responses in small groups
- reading, compiling, and presenting information from different web sites

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Suggestions for Assessment

Appropriate learning/assessment tasks include those in which students, for example,

- describe and apply appropriate strategies for locating and using information from a variety of print and non-print texts
- use effective note-making strategies
- evaluate their success in conveying information in their interpretations of text
- independently select information from a range of sources.
- examine the authenticity of texts and evaluate information obtained from reading and viewing
- synthesize and report on information read/viewed
- interpret details in and draw conclusions from information presented in visual texts, e.g., maps, charts, graphs, illustrations, photographs
- summarize technical or factual information in print texts and present it in graphic form
- judge the reliability and accuracy of information presented in non-literary and media texts
- use the library and computer networks to compare accounts of the same event
- investigate a news report and collect additional information from other sources to provide a more complete account
- document appropriately and accurately their sources of information

Notes/Vignettes

It is important that students have a range of print, multimedia, and visual texts for selection in reading and viewing.

In the use of information technology, students need to be prepared for the overwhelming volume of information available, and be encouraged to question its reliability

Launching an Essay

Students work in groups to research the ideas or events underlying a novel or short story. For example, they might explore the theme “coming of age” then share their work and compare it with their own experiences.

After this initial experience, students develop individual essays, returning periodically to the group to share, and give and receive feedback.

6. Students will be expected to respond personally to a range of texts.

Outcomes

By the end of English 2202 students will be expected to

- 6.1 recognize and explain the elements of information from a variety of sources that trigger personal responses
- 6.2 make connections between the ideas and information presented in literary and media texts and their own experiences
- 6.3 make connections among the themes, issues, and ideas expressed in various texts
- 6.4 demonstrate a willingness to explore multiple perspectives on text
- 6.5 justify points of view on various print and media texts
- 6.6 recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify their understanding

Suggestions for Teaching and Learning

Teachers need to encourage students to

- read selectively and to pursue some challenging texts
- reflect on the many layers of meaning that can be derived from a text
- reflect on texts and explain how their responses reflect their lives or issues in life
- reflect upon the issues and themes that are revealed in texts

As students articulate their understanding and interpretation of texts, they will be able to analyse the purposes in their own views and positions in relation to themes and issues. Students need to recognize their own bias and the bias that may be present in texts. By responding to texts and reflecting upon their own responses, students can gain insights into their own thinking.

Students need to

- have opportunities to respond to texts that have aesthetic merit (Artistic works often evoke an emotional response.)
- question their own responses
- receive various forms of feedback to their responses to text from their peers and teachers
- read and respond to a wide range of texts such as visual print, and non-print texts
- view narratives in the form of videos or films
- respond in journals
- read and view responses to numerous texts, examining the elements present in their own personal responses
- write reviews, supporting the insights found in the text(s)
- respond to reading or viewing by creating aesthetic responses to the texts of their choice
- explore and explain thoughts, feelings, and ideas triggered by reading or viewing

6. Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

In assessing student response, teachers need to remember student responses may

- be tentative
- question the text
- be exploratory
- provide relevant and irrelevant information in the search for meaning
- interpret only specifically focussed aspects of the text
- predict based on prior knowledge
- be divergent in nature
- reinterpret and revalue the text

Sample learning/assessment tasks include those in which learners, for example,

- make connections among the ways print and media texts deal with issues concerning personal identity and community
- respond to issues in terms of their own ideas, experiences, and communities

Notes/Vignettes

Clay monsters can be used at all grade levels. It takes at least two classes. You need a children's story, preferably a large and superbly illustrated book that deals with an *evil force* depicted by a monster, and some modelling clay (one stick per student).

Students read and discuss the story together, elaborating on the qualities of *folklore* and the elements of a *good* children's story and then talk about monsters. Everyone can find a monster within their childhood memories ... Cruella DeVille in *101 Dalmations*, the wolf in *Peter and the Wolf*, the Grinch in *How the Grinch Stole Christmas*, the Wicked Witch in various tales, and so on.

After the groundwork has been established through the sharing of monster stories, Plasticine is distributed to the students and they are asked to create a monster. The monster shall become the *evil force* of a children's story. This can be done in two different ways: by telling the students to create a monster for a specific story (which may result in *plagiarized* monsters, e.g., Moby Dick, Wicked Witch), and/or by encouraging them to simply create their own imaginary monster (this proves to be more effective).

When students finish they show their monsters and tell the stories about them.

Students then write a children's story with the monster central to that story based on the story they just told to their classmates. They are reminded that the language must be kept simple, and to pick a target age group, 3–7. The student must also illustrate this story. It is helpful to remind them of all the beautiful picture books they *read* as children. Once the story is drafted with the illustrations, the students have x-number of days to complete the storybook. Then everyone reads and displays their books. This is an excellent project to share with the school community and with children in another school.

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

By the end of English 2202 students will be expected to

- 7.1 recognize the commonalities and differences in form, structure, and ideas of various texts
- 7.2 recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer
- 7.3 examine the relationships among language, topic, purpose, context, and audience
- 7.4 examine the relationship of specific elements within and among texts
- 7.5 analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres
- 7.6 respond critically to complex print and media texts
- 7.7 explore the diverse ways in which texts reveal and produce ideologies, identities, and positions
- 7.8 reflect on their responses to print and media texts, considering their own and others' social and cultural contexts

Suggestions for Teaching and Learning

Teachers need to encourage students to focus on their learning processes.

By reflecting on their progress, and identifying limitations and opportunities, students can become more aware of how they read/view texts and how they communicate their awareness.

In examining texts, it is important that students consider the realities and the issues reflected in texts, but teachers must remember that the texts may reflect reality of students' lives that may not be approved of by the group. It is important that peers and teachers do not impose their opinions on others in a group and thereby silence individuals. Students need to feel they can express their opinions in safety, balanced with supportive questions of others.

In examining texts, it is important that the learner is aware that the reading of texts is an active process where readers make individual meaning and interpretation.

Students need to feel the freedom to respond personally and share their responses with others, as well as the freedom to change their opinions about texts upon reflection and clarification.

In becoming more critical, students need to reflect upon questions such as

- Why am I using this text?
- What is the purpose of the text?
- How is the text organized?
- How are the language or the symbols affecting my reading or viewing of the text?
- What am I learning from the text?
- For whom is the text written?
- What audience does the text address?

Appropriate learning experiences include those in which learners, for example,

- read a play and view a production of the same play examining the relationships between texts and audience
- examine thought, style, and purpose of specific writing
- examine the visual sensation created in a photo narrative
- explore issues and themes common to several texts

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Suggestions for Assessment

Students need support from teachers to

- reflect on what they have learned and how they have learned it
- develop an appreciation of intricacies of aesthetic texts
- demonstrate that they are inquirers and responders to issues portrayed in the media

Key Understandings

Students will be expected to

- be aware that language is an integral part of social relationships
- explore and understand not only the interpretation of text, but the conditions under which texts are created (e.g., geographic, social, economic, and political)
- explore and examine the social circumstances of the creation and consumption of texts
- understand the plurality of messages, themes, issues, and meanings in texts
- demonstrate an inquiring and critical approach to information, art, and entertainment texts

Focus

Provide opportunities for students to

- question their interpretation of texts
- question the purpose of the text
- question the text in context
- question if there are different ways of reading/viewing texts
- recognize that readers'/viewers' knowledge, experience, and values influence their interpretations of and emotional responses to text

Notes/Vignettes

An important part of being literate is having the ability to

- identify problems
- recognize possible solutions to problems
- consider the merit of texts

Examining Media

Students could make entries in a response journal while viewing a TV program, considering how the program

- depicts virtue, evil, the good life, political or social order, current trends
- uses humour and satire
- uses stereotypes
- uses language, especially idiom
- uses various formulas and techniques to create audience appeal

Students could assess how people who have control over society's dominant institutions have disproportionate influence on the construction and dissemination of media messages.