



# Media Literacy Education: Where to Integrate It Within Michigan K-8 Grade Level Content Expectations for English & Language Arts



**Books, DVDs, classroom curricula and multimedia teaching kits** for meeting these content expectations can be found at [TeachMediaLiteracy.org](http://TeachMediaLiteracy.org), the non-profit, online NAMLE Marketplace of Teaching Resources for media literacy education.

## Reading: Informational Text (R.IT)

### 4th Grade

**R.IT.04.01** Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

### 5th Grade

**R.IT.05.01** Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.

### 8th Grade

**R.IT.08.01** Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

## Listening & Viewing: Conventions (L.CN) & Response (L.RP)

### Kindergarten

**L.CN.00.04** Begin to evaluate messages between sender and receiver.

**L.RP.00.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.

### 1st Grade

**L.CN.01.05** Begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.

**L.RP.01.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

### 2nd Grade

**L.CN.02.05** Begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.

**L.RP.02.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

### 3rd Grade

**L.CN.03.04** Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media. (3<sup>rd</sup> grade cont'd other side)

**L.RP.03.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

#### 4th Grade

**L.CN.04.04** Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.

**L.RP.04.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

#### 5th Grade

**L.CN.05.04** Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

**L.RP.05.03** Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

#### 6th Grade

**L.RP.06.05** Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

**L.RP.06.07:** Identify persuasive and propaganda techniques used in television, and identify false and misleading information.

#### 7th Grade

**L.RP.07.01** Listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.

**L.RP.07.05** Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

**L.RP.07.06** Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.

**L.RP.07.07** Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.

#### 8th Grade

**L.CN.08.01** Analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.

**L.RP.08.05** Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

**L.RP.08.06** Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.

**L.RP.08.07** Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.