

English and Communication Benchmarks, Grades 4 – 12

**ACQUIRE INFORMATION (A)
VIEWING (A.3)**

As students progress across the grade levels, they should view TV, film, the Internet, billboards, advertisements, newspapers and magazines in increasingly critical ways. Students should apply more attentive and analytical viewing skills to comprehend and evaluate complex media communications. In addition to those skills explicitly stated below, students may be expected to apply the benchmarks for specific reading skills, from the Reading strand, to viewing situations.

The benchmarks for effective viewing progress across the grades in the following area:

A.3.1 Viewing Skills

- A.3.1.1 understanding and evaluating media
- A.3.1.2 considering visual and verbal intersections
- A.3.1.3 analyzing visuals, sound and design

These benchmarks are described in greater detail below.

GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
A.3.1 Viewing Skills			
A.3.1.1 understanding and evaluating media			
A.3.1.1.4-5 Identify how sounds, images and words used in television, radio, film and the Internet are used to inform, persuade and entertain the audience about familiar objects or concepts. <i>For example, consider a simple radio message which promotes safety vs. an advertisement for a safety device.</i> (ADP G1)	A.3.1.1.6-8 Interpret how the sounds, images and words used in television, radio, film and the Internet are used to support the purpose of the production, and evaluate the effectiveness of the techniques. <i>For example, consider a television program which promotes a particular perspective on an issue.</i> (ADP G1)	A.3.1.1.9-10 Recognize, analyze and evaluate the effects of sound, visual images and language on audience, taking context into consideration and differentiating among information, persuasion and entertainment. <i>For example, consider a series of images on the Internet designed to explain the causes of World War I.</i> (ADP G1)	A.3.1.1.11-12 Analyze and evaluate the effects on the audience of the sounds, visuals and language used in a wide array of mediated messages (including interactive media, television, radio, film and the Internet). <i>For example, consider a comparison of media attempts at propaganda in World War II as presented in an interactive media situation online.</i> (ADP G1)
A.3.1.2 considering visual and verbal intersections			
A.3.1.2.4-5 Identify traits of the visual arts (such as media images, painting, film and graphic arts) and verbal arts	A.3.1.2.6-8 Identify, analyze and discuss the relationship between the visual (such as media images, painting, film and	A.3.1.2.9-10 Identify and analyze visual and verbal elements as they intersect or conflict, emphasizing the cultural	A.3.1.1.11-12 Analyze and evaluate the effects on the audience of the sounds, visuals and language used in a wide

UNDERSTAND TEXT COMPLEXITY	ACQUIRE INFORMATION VIEWING	COMMUNICATE INFORMATION	CREATE ADP PRODUCTS	WORK IN TEAMS
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GRADES 4 – 5	GRADES 6 – 8	GRADES 9 – 10	GRADES 11 – 12
(words and text), and consider how visual and verbal elements work together to convey a message in relatively uncomplicated media. (ADP G2)	graphic arts) and the verbal in more challenging media and explain how the elements support or conflict each other. (ADP G2)	context, audience and purpose of the media. (ADP G2)	array of mediated messages (including interactive media, television, radio, film and the Internet). <i>For example, consider a comparison of media attempts at propaganda in World War II as presented in an interactive media situation online.</i> (ADP G1)

A.3.1.3 analyzing visuals, sound and design			
<p>A.3.1.3.4-5.a Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music). (ADP G3)</p> <p>A.3.1.3.4-5.b Identify ways in which visual and sound techniques help to deliver an idea or message. (ADP G3)</p>	<p>A.3.1.3.6-8 Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television or film or layout, pictures and typeface in newspapers, magazines and print advertisements) in various media, and explain how they carry or influence messages. (ADP G3)</p>	<p>A.3.1.3.9-10 Analyze the effect of visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television or film; layout, pictures and typeface in newspapers, magazines and print advertisements; layout, navigation, and links and interactive features on Web sites). (ADP G3)</p>	<p>A.3.1.3.11-12 Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television or film; layout, pictures and typeface in newspapers, magazines and print advertisements; layout, navigation, and links and interactive features on Web sites) to achieve specific purposes and deliver specific messages. (ADP G3)</p>