

# MIL

Media and Information Literacy is the ability to...

## ACCESS

Employ media or technology tools to find, comprehend, use or apply information

Tags	K-4 Example	4-8 Example
listening skills	Students practice listening to their classmates during sharing time.	During a class discussion, students practice orienting both their minds and bodies towards the speaker.
reading comprehension	Students use illustrations in picture books to assist in decoding unknown words.	Students make inferences from the text of a short story to understand unstated meanings.
viewing skills	Students learn to be attentive and generous audience members in drama class.	When viewing a documentary video in class, students are given prompts in advance to guide their viewing and are coached to sit up in their seats, ready to take notes.
activate prior knowledge	Before reading a story about a bird to the class, the teacher asks students to “put their finger on their nose” if they have ever seen a bird’s nest.	Students create a mind map of everything they know about a topic before beginning a unit.
show curiosity about new topics	A teacher uses the Wonderopolis web site to foster curiosity about new topics and model how to pose questions for exploration. (Each day Wonderopolis poses an intriguing question and explores it in a variety of ways.)	After reading an article or passage about a new topic, students are able to generate a list of interesting facts learned.
pursue topics of personal interest	During independent reading time in the classroom students choose books of personal interest.	Students create informational projects (reports, poster, etc...) on topics they’re interested in during “challenge” periods.

identify information needs	While filling in a K-W-L chart, students share what they would like to know (W) about earthquakes before studying them in science.	Before beginning a science assignment on the parts of a cell, a student highlights on the assignment sheet the various images that he/she will need to find, such as a diagram of the cell part and an image taken with an electron microscope.
pose questions	Before participating in a video conference with a SCUBA diver in Australia, a class discusses what it would like to learn from the diver and prepares questions to ask.	Students generate a list of questions they would like answered about Rome. Students then practice identifying which questions on their list are closed and which are open.
select and narrow topic for research	During research projects, students practice filtering out information that doesn't support the topic.	Before selecting a topic for research during the 8th Grade Media Literacy Project, students begin exploring an area of interest and proceed to narrow down their focus within the area of interest as they learn more.
use pre-research strategies	Fourth graders frame the research "filter" appropriate for the topic and discuss which source would be the most appropriate.	Students browse a few websites selected by the teacher with no particular purpose beyond exploration before beginning the process of crafting researchable questions.
conduct print research	Students learn how to use a book's table of contents page to locate information.	Students learn how and when to skim the pages of a book to locate relevant information and when to read carefully for comprehension and understanding.
conduct online research	Students learn how to use online dictionaries.	Students learn how to use Google Scholar.
use search and find strategies	Students practice looking up a keyword in the index of a book, finding the page referenced and reading enough of the pages indicated to extract the information needed.	Students learn how to use quotation marks to search for an exact phrase when conducting an online search to narrow search results.
use search terms and keywords	Students learn to leave out unimportant words such as "the" "a" and "to" when conducting online searches.	Students learn how to select more specific and less specific keywords when conducting a search.
use print	Students read leveled fiction and non-fiction texts in their guided reading groups.	Students read Spanish language comic books in Spanish class.
use eBooks/digital text	Students read books on their iPads from the Scholastic Storia collection.	Students read short stories and other texts in PDF form curated by their English teacher.
use audio/music	Students listen to a recording of "Rhapsody in Blue" in music class to learn more about featured composer George Gershwin.	Eighth grade students listen to World War II radio broadcasts to gain a better understanding of war propaganda.
use film/video	Students watch a clip from the movie <i>Shrek</i> , accessed in Learn 360's collection of Hollywood character education clips, and discuss the theme of friendship.	During their study of Shakespeare's Romeo and Juliet, students watch a scene from the play as it is depicted in three different film adaptations.
use documentary/educational videos	Students acquire knowledge about ocean habitats through viewing a Brain Pop Jr. video.	In Spanish class students watch videos produced to accompany their Spanish textbook.

use periodicals	Students use National Geographic for Kids in class to learn about science topics.	Students are required to use a print newspaper or magazine as a source for a current event assignment.
use informational web sites/apps	Students use the Barefoot World Atlas app to learn statistics and interesting facts about countries from around the world.	Students use the U.S. Census Bureau web site to access data collected in the 2010 census.
use reference databases	Students use the Culture Grams online database to learn about countries from around the world.	Students use EBSCO's Science Reference Center database to learn about the discovery of new elements.
use search engines	Students learn to use Creative Commons' Google image search engine to find images.	Students learn how to use Google to search for information created or posted in the last year only.
use social media and cloud computing tools	Students use the online tool Evernote as the repository for digital portfolios.	Students write their own blogs as part of the English curriculum.
use library	Students learn to use shelf markers in the library to be sure that books are replaced on the shelves correctly.	Students learn the basics of the Dewey Decimal system.
use maps/atlas/online mapping software	Students locate our global partners on a map displayed on a SMART Board.	Students use Google Earth to map out the driving tour itinerary they created as part of their state project.
use data, tables, charts and graphs	Students read ingredient and nutritional information on the side of a fruit leather package during their "Is it fruit?" project.	Students examine weather data in charts and graphs that show average temperatures in different regions of the world over time.
acquire technology skills	Students learn how to save documents into specific folders on a laptop.	Students learn how to create motion tweens in Flash.
troubleshoot technical problems	Students learn to ask someone at their table group about a technical question before asking a teacher.	Students learn to use knowledge bases and online help to find answers to technical questions.
work with pop culture texts	TV shows and movies are included alongside books in a classroom display about fiction genres.	Students perform scenes from well known Hollywood films in drama class.
work with news and current events	3rd Grade students use the "News-o-matic, Daily for Kids" app to learn about and interact with current events and news stories.	Students learn to use RSS feeds to curate a news stream that pushes current events stories to their mobile device or browser home page.
seek information from diverse sources, viewpoints, and cultural backgrounds	As part of their study of red worms, first graders use non-fiction books, educational videos and observation to learn about worms.	While completing a current events assignment, students are required to collect sources from media outside the U.S.
note-taking and source annotation	3rd Grade students learn to take notes from informational websites on an assigned mammal.	While leaving "tracks" as they read informational texts, fourth graders annotate the paper with curiosity, understanding and informational questions. These are then shared in discussion.

# ANALYZE

Understand and evaluate media texts for quality, purpose, meaning, credibility or constructedness

Tags	K-4 Example	4-8 Example
understand genre	Students learn the difference between fiction and non-fiction.	Students learn to distinguish the difference between classical, blues and jazz music.
understand conventions of media formats	Students learn about text features frequently found in non-fiction texts.	Students learn the different types of shots frequently used in chase sequences in movies. Student produce their own chase sequences.
identify author/creator	During library story time, the librarian talks with students about the author and illustrator of each story.	Students learn to identify the author/creator of a web site while conducting online research about Rome.
analyze purpose	When working with media texts in the classroom, teachers frequently ask students, “Who created this?” and “What was their purpose?”	When working with media texts in the classroom, teachers frequently ask students, “Who created this?” and “What was their purpose?”
analyze target audience	During guided reading students discuss whether the author wrote the book for adults, kids, or both.	Fifth grade students practice identifying the target age of various TV toy commercials during a “Holiday Hype” lesson.
analyze message construction	Students Voicethread to make predictions about a novel they are about to read in class based on the book’s cover art. The teacher frequently asks, “What makes you say that?”	Students in a seventh grade English class do a close reading of a single passage in a novel, focusing on how the use of literary devices and language conveys meaning to the reader.
evaluate source credibility	When introducing to a class teacher-selected sources that will be used to gather information about a topic, the teacher explains to the class why she believes the sources are credible.	Students employ the CARRDSS approach in determining the reliability and credibility of online web sites while compiling a list of resources to use during an early humans project.
compare and contrast sources	Read four books on Wangari Maathai and discuss new information and similar information presented in each book.	Students are required to find the same news story covered by several different news sources and compare and contrast how the same event is portrayed by different news outlets.
distinguish evidence from claims	Students learn to identify claims made about political candidates in TV campaign ads.	Students learn to identify both evidence and claims made in a documentary piece about global warming.
support ideas with relevant evidence	When analyzing a media text with a class, a teacher often asks students, “What makes you say that?” to encourage them to support their ideas with evidence from the media text.	When writing a research paper, students are required to support their thesis statement with relevant points gathered from research sources.

corroborate information	Students are introduced to the customs of Chinese New Year in a fiction picture book. The teacher then models using a non-fiction book to corroborate the information.	Students complete Corroboration Charts when compiling facts about the Renaissance.
recognize bias		
appreciate aesthetics	Students are asked to share what they like and dislike about the cover art of a book before it is read aloud.	
identify omissions	Students discuss a photograph and consider what they see in the frame and what they imagine is outside of the frame, beyond their view.	Students identify which topics of their study of colonial America are not included in their textbook and begin to question why.
identify persuasive techniques	Students identify techniques used by advertisers to sell food products.	Students learn about neuromarketing techniques and how marketing can manipulate people's emotions.
recognize stereotypes	Second graders watch a video titled "Play Ball" about stereotyping.	In drama class students discuss the use of archetypes in plays and connect the concept of archetypes to stereotypes.
analyze data, tables, charts and graphs	Students gather nutrition information from cereal boxes and analyze data that has been entered by an adult in chart and graph form.	Fourth graders play probability games then analyze the results in graph form and compare it to predictions they had made.

# CREATE

Compose, create, or perform media texts in any of a variety of forms for any of a variety of audiences

Tags	K-4 Example	4-8 Example
brainstorm and generate ideas	Before working individually on completing the phrase "I see a _____" in their "Gg Books", students brainstorm as a class things that start with "G."	
use the Design Thinking process (empathize, define, ideate, prototype, test)	Before designing a robot to help in the classroom, students "empathize" with the challenges that face teachers.	Sixth graders participate in an ideation session to generate ideas for a new library space at Saint Mark's.
create works of self-expression	Kindergarten students dictate stories.	Fifth grade students write poetry.
edit and revise	Students use a color coding system while editing for capitals and punctuation.	Students are required to produce several drafts of a research paper.
create collaboratively	Third graders work in groups to build the highest towers possible out of newspaper and masking tape.	Sixth graders learn to work collaboratively in Prezi to create visual aids for an oral presentation on early humans.
acquire technology skills	Students learn to use the iMovie app.	Students learn to keyboard.

create tables, chart and graphs	Students learn to make a pie graph.	Students learn to use Excel to make a bar graph.
create written composition	Students practice forming letters and writing words and sentences using correct spacing by copying text.	Students write 5-paragraph essays.
perform	Students perform a hip hop dance to “Peanut Butter and Jelly” at assembly.	Fifth graders perform historical skits on events in American colonial history.
create photographic works	Students use their iPads to photograph samples of their handwriting to include in their digital portfolio.	Eighth grade students take photos to use in the school yearbook.
create audio/musical compositions	Students record a reader’s theater session using voice recorders.	Fifth graders create podcasts that feature book and movie reviews.
create multimedia compositions	Students use Comic Life to tell the story of the first humans to live in the land now called California, combining hand drawn artwork and captions.	Students create banner ads in Flash that advertise fictional products designed to showcase the properties of certain elements from the periodic table.
create web sites	The teacher involves the class in selecting photos and news items to post on the class website.	Students create web pages on elements from the periodic table.
produce videos	Students produce video book trailers.	Students learn how to frame a person’s head when capturing a “talking head” interview on camera.
produce graphic design/desktop publishing	Students learn to add a piece of clip art to a	Students create public service announcement posters after viewing examples of layout, white/negative space, word choice and placement.
code (i.e. computer programming)	Students use the Lightbot app to learn some fundamentals of programming.	Students use actionscript in Flash to create an interactive button in an animation that demonstrates the workings of an electrical circuit.
participate in online communities/social media	Students share what it means to be a friend with students in South Africa using Today’s Meet.	Students explore American and Middle Eastern stereotypes through an exchange with students in Turkey using a private Ning network.
speak to an individual	Third graders interview adults on campus to learn more about their jobs.	An eighth grader prepares to speak to a high school admissions director in an interview setting.
participate in group discussions	Students learn to raise their hand and wait until they are called on to speak.	Students focus explicitly on practicing participation in group discussions in 8th grade history class.
speak to a group (public speaking)	Kindergarteners write and share their New Year’s resolutions at assembly.	The Green Team prepares a skit to perform at assembly about paper towel recycling.
think about audience, purpose, medium and genre when creating		

# REFLECT

Connect media or media texts to personal identity and behavior, ethics or social interactions.

Tags	K-4 Example	4-8 Example
be aware of own media use		As homework, students keep a “media diary” for a week to gain insight into their own media use patterns.
be aware of own media preferences/ experiences	Students write paragraphs about their favorite type of media.	
recognize own biases and world view		
reflect on personal identity using media and technology	Students reflect on their growth as learners through annotating samples of their work in their digital portfolios.	Seventh graders use collage techniques in Photoshop to create self-portraits.
critique self		
critique peers	Students learn to give “warm” and “cool” feedback when viewing one another’s work.	Fourth graders look at written samples from classmates and discuss what worked and what needs work.
request feedback		
understand and abide by copyright and fair use laws	Students learn to use Creative Commons to search for images.	Students in the 8th grade are required to write letters to the appropriate music publisher and record company to request permission to use copyrighted music in a media literacy project video.
cite and attribute creative and intellectual works responsibly	Students fill in citation forms created by their teachers while collecting facts about Marin mammals from a variety of sources.	Eighth grade students learn how to cite a source using parenthetical enclosures.
understand plagiarism	Students learn how to paraphrase.	Student learn why using historical clips such as snippets from a baseball game broadcast in a project on Jackie Robinson is different from using clips from a documentary film about the history of baseball in the same project.
respect privacy		
determine appropriate use of media and technology	Students learn when it is acceptable to use the game apps on the classroom iPads and when it is not acceptable.	Students choose profile photos appropriate to use in an academic setting to upload to an online tool that is used for class discussion.
make healthy media choices		Students are free to choose whether or not they use their laptops during recess and lunch.

understand concept and consequence of digital footprints		
understand unique properties of digital communication	Students contemplate who the “invisible audience” for the class web site might be and how that should influence what is posted there.	Students watch a video vignette featuring a 13-year-old sharing her online experiences and discuss the concept of “invisible audiences.”
recognize and value that people use and interpret media differently		
apply ethical judgment to communication and technology use situations		
appreciate benefits, risks and potential harm of messages and media	Students use sound meters to measure the sound emitted from headphones and compare this data to known healthy sound levels for the human ear.	Students learn about negative media effects from their peers during the presentation day at the end of the 8th Grade Media Literacy project.

# ENGAGE

Connect media or media texts to community or global issues or use media and the power of voice to inspire individual, community or global action.

Tags	K-4 Example	4-8 Example
participate in a creative community		Students upload projects they have created using Scratch to the Scratch community website for others to download and modify.
publish work	First grade students collaborate to create a book about red worms that is printed and placed in the school library.	Eighth grade students create blogs in English class.
use power of communication to make a difference in the world	Second graders make signs encouraging pro-social behaviors and hang them around the school.	Students create PSAs about endangered animals.
use media and technology to engage with one’s community		
share and express ideas with others		
be aware of and sensitive to the differences among people		



participate in cross-cultural exchange	Students share what it means to be a friend with students in South Africa using Today's Meet.	Students use a social media tool to engage in dialogue and share creative works with students at our partner school in Costa Rica.
understand intellectual freedom		Students create posters of banned books.
engage with news and current events	3rd Grade students use the "News-o-matic, Daily for Kids" app to learn about and interact with current events and news stories.	Students create an informational work which shows what they learned from a Scholastic article.
understand media systems and economics	Students learn the difference between programs and commercials on TV.	While interacting with students in Turkey, Saint Mark's students gain insight into what it means that the U.S. is the top media exported in the world. Their Turkish counterparts watch many of the same American shows that they do, but Americans never watch Turkish shows.
recognize power relationships that shape how information and ideas circulate in culture		
recognize impact of media and media systems on social and political life		Students write research papers based on photos from Time's "100 Photos That Changed The World" book. The assignment was to demonstrate how a particular photo impacted historical events.