

**Teaching the  
Viewing and Representing  
Texas Essential Knowledge and Skills  
in the English Language Arts  
Curriculum  
(Revised)**

# Objectives

## **GOAL:**

**Learn to enhance classroom instruction by integrating the Viewing and Representing (V/R) TEKS with other Language Arts TEKS**

## **Participants will:**

**Increase awareness of the V/R TEKS**

**Examine mini-lessons and lessons that teach the V/R TEKS**

**Discuss how to integrate the V/R TEKS into language arts instruction**

**Become familiar with a variety of resources to enhance the implementation of the V/R TEKS**

# TEKS Activity

## Highlight the Viewing and Representing TEKS across grade levels

### VIEWING AND REPRESENTING TEKS GRADE 5

(23) **Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings.

The student is expected to:

- (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);
- (B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and
- (C) use media to compare ideas and points of view (4-8).

(24) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings.

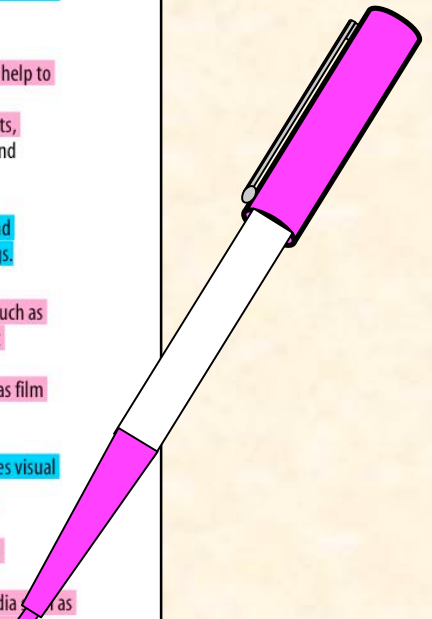
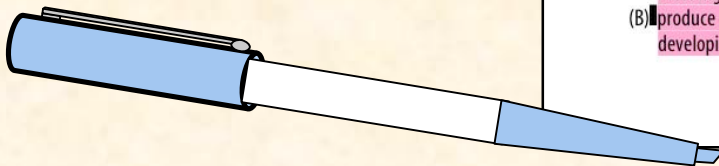
The student is expected to:

- (A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and
- (B) compare and contrast print, visual, and electronic media such as film with written story (4-8).

(25) **Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others.

The student is expected to:

- (A) select, organize, or produce visuals to complement and extend meanings (4-8); and
- (B) produce communications using technology or appropriate media, such as developing class newspaper, multimedia reports, or video reports (4-8).



# Media Literacy

## What Is Media Literacy?

- **Informed, critical understanding of media including news, entertainment, and advertising**
- **Ability to analyze and deconstruct media messages**

## Why Teach Media Literacy?

- **Media dominate our lives**
- **Media provide models for values and behavior**
- **Media literacy increases our understanding, appreciation, and enjoyment of media**

# Success in the General Education Classroom

Bright Ideas



## Adaptations

- What are the expectations?
- What are the setting demands?
- What do I know about the student?
- What are my choices for adaptations?

**How is it working?**

# Student Success

Bright Ideas



**Instructional  
Design  
Adaptations**



**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the General Education Curriculum**

# Instructional Design Adaptations: Know Your Students

Bright Ideas



- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

# Instructional and Curricular Adaptations

Bright Ideas



## Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## Curricular:

- Make learning visible and explicit
- Highlight key information and concepts
- Break tasks or activities into steps
- Use games to provide practice
- Provide multiple ways for students to demonstrate learning



# Behavioral Support Adaptations

Bright Ideas



## Strategies that increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**

# Components of the Viewing and Representing TEKS

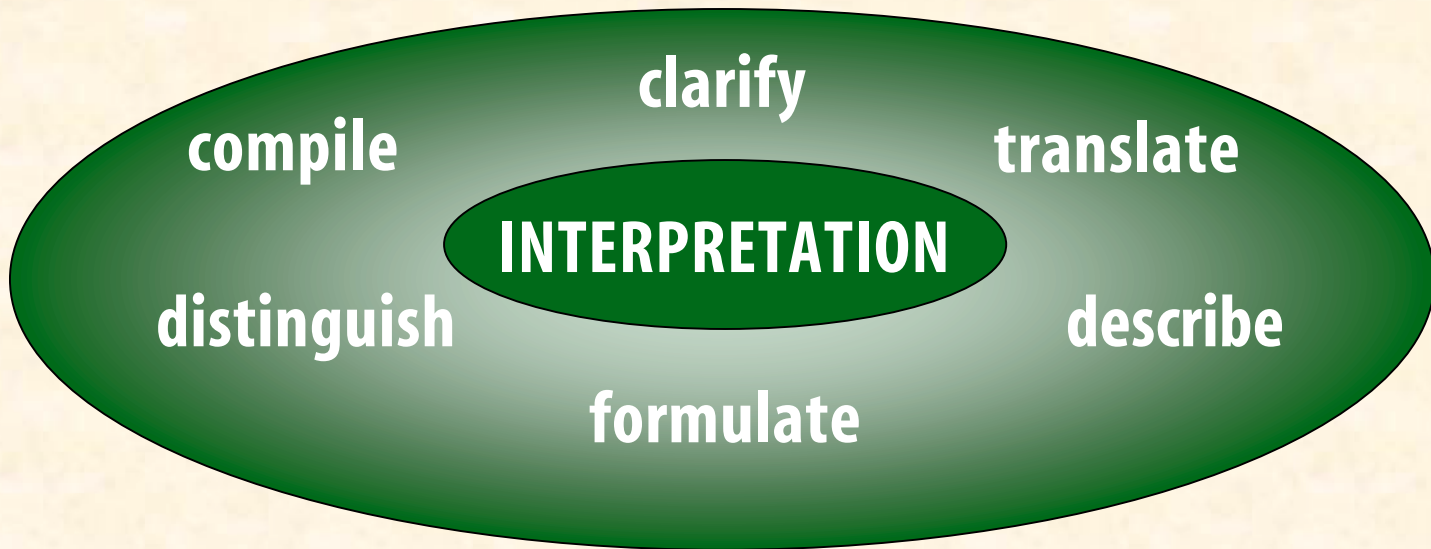
## The student:

- **Understands and Interprets**
- **Analyzes and Critiques**
- **Produces**

# “Understands and Interprets”

## Understands and Interprets:

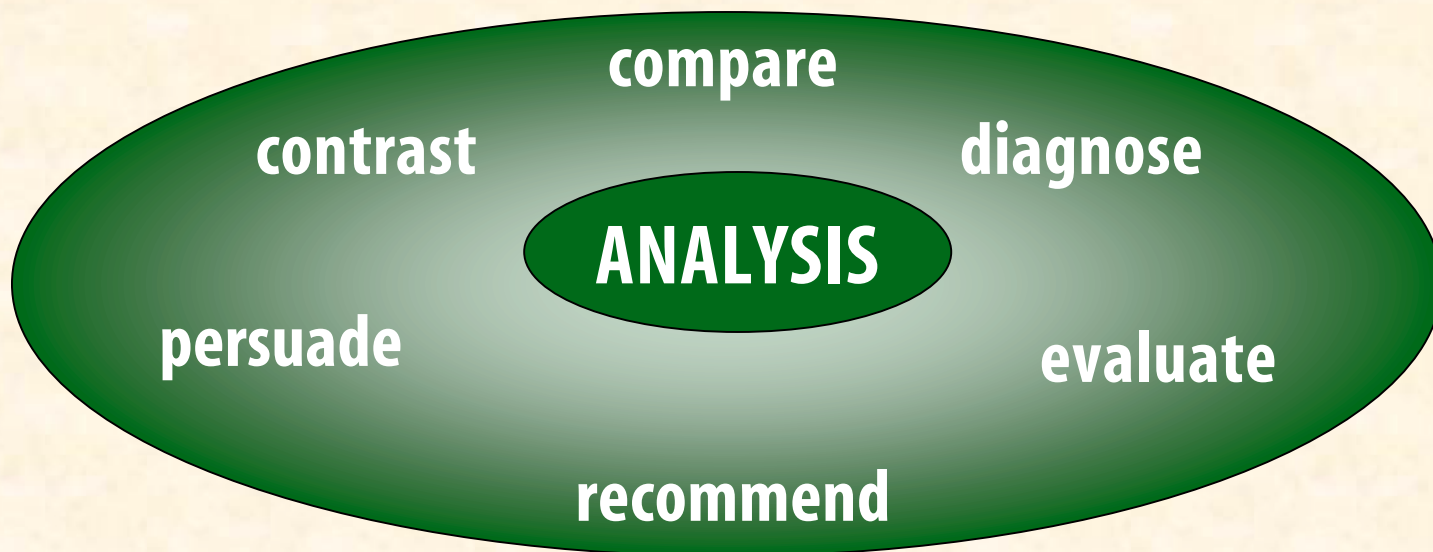
The student understands and interprets visual images, messages, and meanings (visual representation)



# “Analyzes and Critiques”

## Analyzes and Critiques:

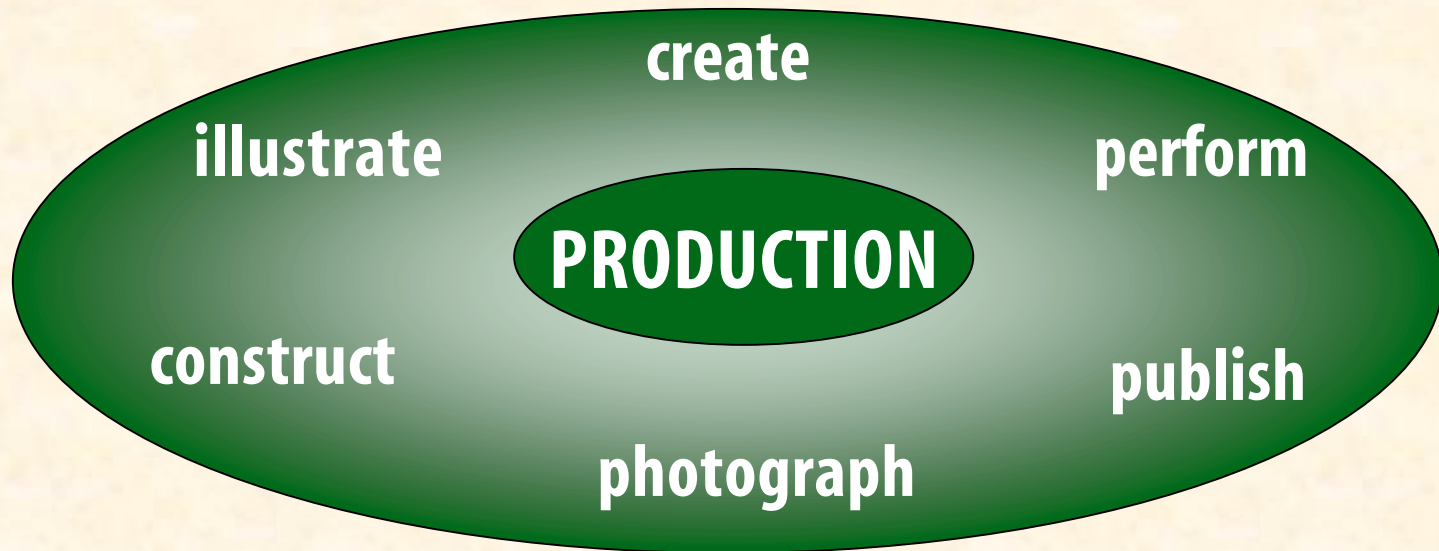
The student analyzes and critiques the significance of visual images, messages, and meanings (visual representations)



# “Produces”

## Produces:

The student produces visual representations that communicate with others



# Media Literacy (cont.)

- **Art/Visual Media**
- **Print Media**
- **Electronic Media**
- **Computer Technology Media**

# V/R Mini-Lessons and Lessons



# What Is a Mini-Lesson?



- 1. The teacher presents a new or prerequisite skill during a short segment of class (approximately 10-12 minutes).**
- 2. Students practice this skill with classmates.**
- 3. Group work allows students to discuss what they are learning.**
- 4. Students apply this skill to produce individual or group work.**



# Student Success

Bright Ideas



**Instructional  
Design  
Adaptations**

**Behavioral  
Support  
Adaptations**

**Instructional/  
Curricular  
Adaptations**

**Positive Learning Community  
and Access to the General Education Curriculum**

# Instructional Design Adaptations: Know Your Students

Bright Ideas



- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**

# Instructional Design Adaptations: Know Your Students (cont.)

Bright Ideas



## Plan for Adaptations



- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists



## Access Resources

## Collaborate



- Focus on IEP and general education curriculum
- Agree on students' goals
- Share responsibilities
- Problem solve and provide support for each other

# Instructional Design Adaptations: Know Your Students (cont.)

Bright Ideas



- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet



**Integrate  
Technology**

**Assess  
Learning**



- Assess learning needs and levels
- Set goals

- Provide ongoing monitoring
- Give frequent and immediate feedback



**Monitor  
Student Progress**

# Instructional and Curricular Adaptations

Bright Ideas



## Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

## Curricular:

- Make learning visible and explicit
- Highlight key information and concepts
- Break tasks or activities into steps
- Use games to provide practice
- Provide multiple ways for students to demonstrate learning

# Instructional and Curricular Adaptations (cont.)

Bright Ideas



**Make  
Learning  
Visible and  
Explicit**



- Use modeling and think-alouds
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

# Instructional and Curricular Adaptations (cont.)

Bright Ideas



## Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama



**Provide  
Multiple Ways  
for Students to  
Demonstrate  
Learning**

# Behavioral Support Adaptations

Bright Ideas



## Strategies that increase appropriate student behaviors:

- **Provide structure and be consistent**
- **Use proactive teaching**
- **Teach alternative behaviors**



# Behavioral Support Adaptations (cont.)

Bright Ideas



- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

**Provide  
Structure  
and Be  
Consistent**



**Use  
Proactive  
Teaching**



- Gain students' attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

# Behavioral Support Adaptations (cont.)



## Teach Alternative Behavior



- Teach and demonstrate to students:
  - Appropriate social and communication skills
  - Self-monitoring strategies

# Success in the General Education Classroom

Bright Ideas



## Adaptations

- What are the expectations?
- What are the setting demands?
- What do I know about the student?
- What are my choices for adaptations?

**How is it working?**

# Art/Visual Media



## Elements of Design:

- **Balance**
- **Color**
- **Lines**
- **Shape**
- **Texture**

These elements combine to convey a message to the viewer.

# Mini-Lesson in Art/Visual Media

## Elements of Design: Considering Color

**Objective:** Students will interpret the meanings conveyed by colors

**Procedure:**

1. Review the “Information about Color” handout.
2. Describe scenes and ask students which colors would be used in those scenes. Have students explain why they chose specific colors.
3. Talk about the use of color in different settings.
4. Talk about the use of color to sell products.

# Art/Visual Media: Integrating Adaptations for Students with Behavior Disorders

Bright Ideas



## Elements of Design: Considering Color

### Case Study: Alex

- Bright, creative high school junior
- Diagnosed with behavior disorders
- Aggressive
- Loner; dislikes group work
- Works better in group with girls
- IEP goal: positive social interactions

# Art/Visual Media: Integrating Adaptations for Students with Behavior Disorders (cont.)

Bright Ideas



## Case Study: Alex

### Possible Solutions/Adaptations

- Consult with special education teacher.
- Develop behavior contract for group work.
- Group with more girls than boys.
- Assign roles to group members.
- Determine group grade on behavior and products.

# Mini-Lesson in Print Media

Bright Ideas



## Anatomy of a Newspaper

**Objective:** Students will describe the sections of a newspaper.

**Procedure:**

1. Ask students to name sections of the newspaper.
2. Provide a newspaper to each group of students. Have them list the sections.
3. Review the sections.
4. Have students examine an assigned section of the newspaper and answer the questions on the handout.



# Mini-Lesson in Print Media: Integrating Adaptations for a Student with Visual Impairments

Bright Ideas



## Anatomy of a Newspaper

### Case Study: Amy

- Sixth grader
- Moderate visual impairments
- Functional vision: difficulty reading normal print and seeing distances
- Slow reader but comprehends well
- Uses optical aids and modified materials

# Mini-Lesson in Print Media: Integrating Adaptations for a Student with Visual Impairments (cont.)

Bright Ideas



## Case Study: Amy

### Possible Solutions/Adaptations

- Consult IEP and specialist.
- Enlarge newspaper.
- Use optical aids.
- Provide handouts in large print.
- Provide extra time.
- Allow Amy to orally describe newspaper section.

# Computer Technology Media

**Information  
Technology**



- **Searching databases**
- **Conducting research**

- **Developing a multimedia presentation**
- **Graphics, video, sound, text**



**Instructional  
Technology**

# Mini-Lesson in Computer Technology Media

## Searching Database and Conducting Research

**Objective:** Students will locate and evaluate information on current topics using databases (CD-ROM or Internet).

**Procedure:**

1. Show examples of Internet and CD-ROM searches.
2. Model the process of conducting a search.
3. Show students examples of data from different Internet sources.
4. Discuss search results, links, and reliability of Internet sources.

# Mini-Lesson in Computer Technology Media (cont.)

## Instructional Technology: Text and Graphics

**Objective:** Students will describe the key ideas about text and graphics for designing a computer-based presentation.

### Procedure:

1. Show students a model slide containing text and graphics on a topic familiar to students.
2. Discuss design features of a slide.
3. Show examples of slides with too much information.
4. Discuss why there is too much on the slides.

# Electronic Media

**Film and Video**



**Camera Angles**  
**Camera Shots**  
**Lighting**  
**Sound**  
**Special Effects**

**Commercials**  
**News**  
**Shows**



**Television**

**Music**



**Lyrics**  
**Instrumentation**

# Mini-Lesson in Electronic Media

## Camera Shots

**Objective:** Students will describe the features of camera shots.

**Procedure:**

1. Tell students that directors use shots or sections of uninterrupted film to establish control over space and time.
2. Use the information on camera shots from "Viewing and Representing Vocabulary."
3. Show brief clips from film or video.

# Mini-Lesson in Electronic Media (cont.)

## Camera Angles

**Objective:** Students will describe camera angle features.

**Procedure:**

1. Tell students that directors use the position of the camera (angles) to create visual meanings and messages.
2. Use the information on camera angles from “Viewing and Representing Vocabulary.”
3. Show brief clips from film or video.



# Electronic Media: Integrating Adaptations for Students with Special Needs

Bright Ideas



## Camera Angles

### Case Study: Inclusion Class

- High school inclusion class on Photography and Film
- Reading/writing levels range from third to twelfth grade
- Includes students with learning/reading disabilities and student with hearing loss
- Co-taught by content and special education teachers
- Consultation available from deaf education teacher

# Electronic Media: Integrating Adaptations for Students with Special Needs (cont.)

Bright Ideas



## Case Study: Inclusion Class

### Possible Solutions/Adaptations

- Activate prior knowledge.
- Demonstrate camera angles.
- Use viewing guide.
- Provide models of completed assignment.
- Allow students to demonstrate mastery in various ways.

# Lesson in Art/Visual Media

## Photo Gallery

**Viewing and Representing TEKS: 5.24.A, 8.23.A, 19.A, 20.D**

**Objective:** Students will examine, interpret, and analyze a collection of photographs.

**Procedure:**

1. Discuss the photographer's role with students.
2. Review how photographers use techniques to create mood, capture ideas, and develop messages.
3. As a class, discuss the questions on "A Critic's Guide" and critique the photos together.

# Lesson on Billboard Design

## Billboards

**Viewing and Representing TEKS: 5.23.A, 5.24.A, 8.22.A, 8.23.A, 8.23.D, 19.A**

**Objective:** Students will examine, analyze, and critique the effectiveness of a billboard in conveying a message.

### **Procedure:**

1. Discuss examples of billboards with students.
2. Distribute guides.
3. Use the guides to discuss the characteristics of an effective billboard.
4. Divide students into groups to analyze a given billboard.
5. Each group writes an analysis using the question guide.

# Lesson in Print Media

## Media Coverage

**Viewing and Representing TEKS: 5.23.C, 5.24.B, 8.22.C, 20.A**

**Objective:** Students will compare and contrast media coverage of an event.

**Procedure:**

1. Discuss a topic with various possible viewpoints with students.
2. Introduce how different media present information.
3. Divide the class into groups and assign each group an event/topic covered by various media.
4. Have students analyze the media's coverage of the event/topic.

# Lesson in Print Media (cont.)

## Magazine Analysis

Viewing and Representing TEKS: 5.24.B, 8.23.A, 20.A. 20.B, 20.C

**Objective:** Students analyze and critique a publication aimed at a specific age group.

**Procedure:**

1. Choose a publication aimed at a specific age group.
2. Divide class into groups and assign each group one of the following areas to examine:
  - Advertising
  - Articles
  - Letters to the Editor
3. Discuss results as a class.

# Influence of Visual Images Lesson

## Part 1

### TV Commercial Analysis

**Viewing and Representing TEKS: 5.23.A, 5.24.A, 8.22.A, 8.23.A, 19.A. 19.C, 19.D**

**Objective:** Students will interpret and analyze a TV commercial.

**Procedure:**

1. Show video clips of TV commercials to the entire class.
2. Divide the class into small groups.
3. Ask students to discuss their observations about the commercials' visual techniques.

# Influence of Visual Images Lesson Part 2

## TV News Analysis

**Viewing and Representing TEKS: 5.23.A, 5.24.A, 8.22.A, 8.23.A, 19.A. 19.C, 19.D**

**Objective:** Students will interpret and analyze a TV news broadcast.

**Procedure:**

1. Obtain a video clip of a few minutes of news.
2. Show it to the entire class, then break into small groups for observations and discussions.



# Lesson on Characterization in Film

## Characterization in Film

### Viewing and Representing TEKS: 20.D

**Objective:** Students will analyze character traits based on the use of film techniques and the action and dialogue in film.

### Procedure:

1. Review a specific character trait with the class.
2. Play a film clip showing a clear example of the character trait.
3. Discuss how the actor/director conveyed this trait in the film.
4. Divide students into pairs. Show various film clips and ask students to identify character traits and provide support from the clips.

# Lesson on Genre in Film

## Genre in Film

### Viewing and Representing TEKS: 20.E

**Objective:** Students will analyze the genre of a film, and compare/contrast it to the same/similar genre in written form.

### **Procedure:**

1. Review genres of literature.
2. Play carefully selected film clips showing different genres of film.
3. Using a Venn diagram, students create a comparison of genres of both literature and film.

# Lesson on Mood in Film

## Mood in Film

**Viewing and Representing TEKS: 4.24.A, 5.24.A, 4.25.A, 5.25.A**

**Objective:** Students will identify the mood in a film and analyze how it was created.

**Objective:** Students will produce a poster, story illustration, or video demonstrating a particular mood, using techniques learned in this lesson.

### **Procedure:**

1. Review how authors create and establish mood in written texts.
2. Play film clips which help students focus on and answer these questions: What is the mood? How was it created?
3. In small groups, students discuss questions and the film clips.
4. Students can plan their projects using the techniques for conveying a mood that they have observed in this lesson.

# Lesson in Computer Technology Media

## Production of a Computer Presentation

**Viewing and Representing TEKS: 5.25.A, 8.24.B, 21.B**

**Objective:** Students will use computer technology to communicate a specific message.

**Procedure:**

1. Have student pairs develop an outline for a presentation on a selected topic.
2. Have student pairs expand their outlines by adding text.
3. Have student pairs identify graphics, video, and/or sound.
4. Have student pairs develop templates.
5. Have students import presentation into templates.
6. Discuss transitions between slides.
7. Have students make their presentations to the class.

# Lesson in Computer Technology Media: Adaptations for Students with Learning Disabilities

Bright Ideas



## Production of a Computer Presentation

### Case Study: Students with Learning Disabilities

- Tenth-grade language arts class
- Twenty-five students
- Familiar with multimedia presentations
- Broad range of academic abilities
- Four students with learning disabilities
- Third- to fourth-grade reading/writing levels

# Lesson in Computer Technology Media: Adaptations for Students with Learning Disabilities (cont.)

Bright Ideas

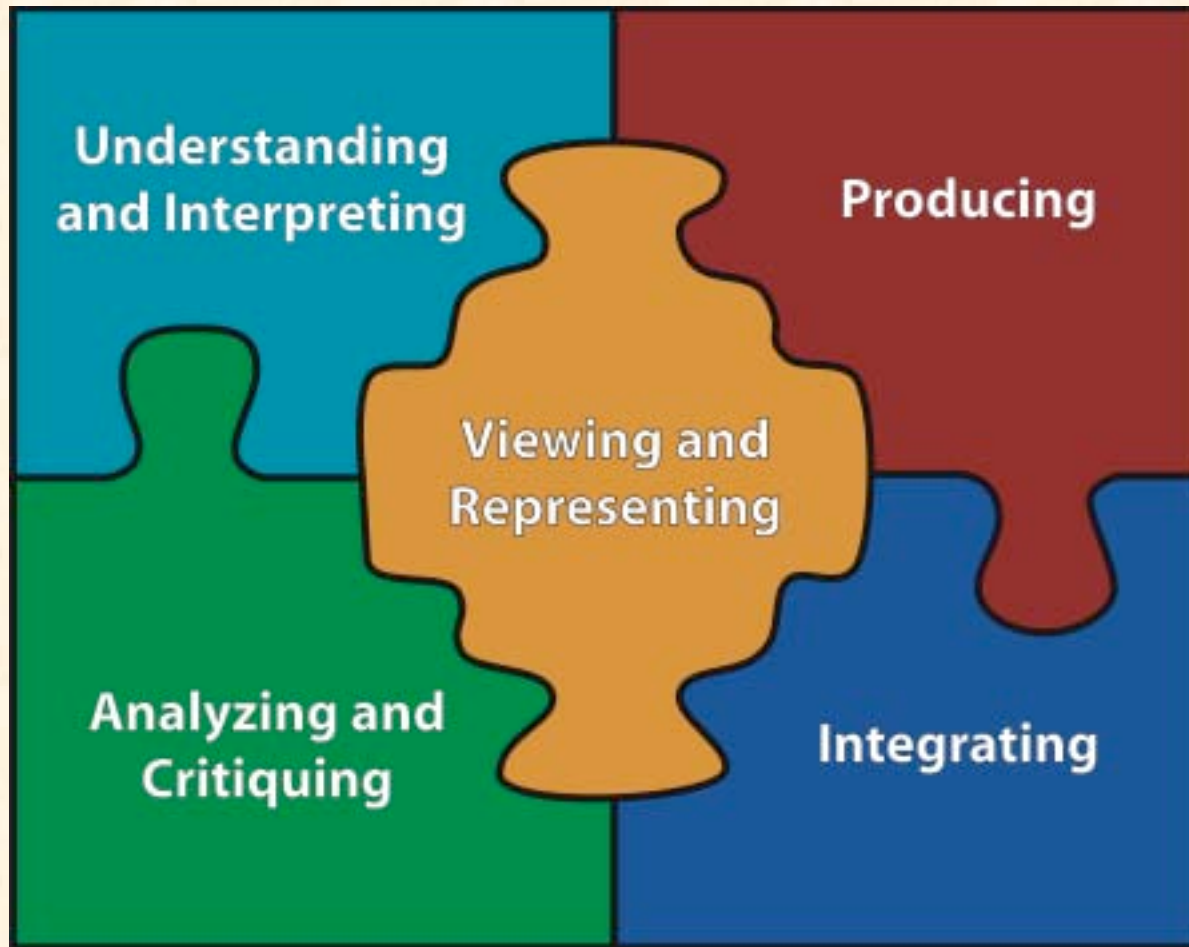


## Case Study: Students with Learning Disabilities

### Possible Adaptations

- Develop a semantic map rather than outline.
- Demonstrate the process and think aloud.
- Show end product.
- Pair students to support reading/writing.
- Monitor and provide guidance and support.

# Lessons Integrating TEKS from the Viewing/Representing Strand



# Implementation Plan

- 1. Think about a lesson you will be teaching.**
- 2. Select ideas from this workshop that you will integrate into your lesson for one or more of the following V/R TEKS:**
  - understanding and interpreting**
  - analyzing**
  - producing**
- 3. Share your ideas with your group.**