Scavenger Hunt – C2 Elementary

Use the FAQ+ to answer the following questions.

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| Texts | |
| 1. Text types, text forms and text formats are synonymous. | No. In the ESL programs there are 3 text types: popular, literary and information based. These text types include a variety of text forms (e.g. photographs, wordless picture books, narrated stories, TV shows, newspaper editorials, posters, multimedia presentations, photo novels, radio interviews, podcast documentaries). Text formats refer to the way a text form is presented: audio, audiovisual, digital, print/visual. |
| 1. Can only one text be provided in a Competency 2 LES or ES? | At least two texts should be provided, unless it is a storybook or a novel. |

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| Topics | |
| 1. Only topics that are familiar to students should be chosen. | In elementary Cycle Two, it is best to choose topics that students are familiar with given their limited language repertoire. In Elementary Cycle Three, both familiar topics and topics of a broader scope may be selected. |

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| Constructing Meaning of Texts | |
| 1. Constructing meaning of texts is the foundation of C2. | Yes and students should spend a substantial amount of time constructing meaning of texts, clarify and deepen their understanding and become better .equipped to demonstrate their understanding and to carry out a reinvestment task |
| 1. What are the three pillars of C2?   *Hint: See Appendix B* | Construct meaning of text, demonstrate understanding and reinvest understanding of text to deliver a personalized final product individually. |

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| Reinvestment Tasks | |
| 1. Should students demonstrate understanding of each of the texts? | In an LES students may be asked to demonstrate their understanding of each of the texts. It informs the teacher of whether or not students need additional time and support to further their understanding and carry out the reinvestment task.  BUT in a high-stakes ES, students may not be asked to demonstrate understanding of texts before carrying out the reinvestment task. |
| 1. Are elementary Cycle Two students capable of reinvesting their understanding of texts?   *Hint See Question 16* | Elementary Cycle Two students can reinvest knowledge (i.e. information/ideas and language) from provided texts but the reinvestment task must be simple and scaffolded (i.e. step-by-step). They rely heavily on the texts, on models of the final product and planning tools. |
| 1. What can Elementary Cycle Three reinvest? | Knowledge (i.e. information/ideas and language) from texts and are able to create a final product with a purpose and intended audience in mind. |
| 1. What is the difference between copying and Patchwriting?   *Hint See Question 18* | Copying refers to borrowing or lifting passages verbatim from texts provided, without citing the source.  Patchwriting is using phrases from texts provided or by making minor changes her and there and combining them with one’s own writing. |
| Evaluation criteria | |
| 1. Is it acceptable to evaluate only “Evidence of understanding of texts”? | No. It is essential to report on the development of the entire competency, not only on one part of it. The evaluation of the competency may be skewed and provide an incomplete portrait of the student’s development of C2. |
| 1. What might happen if C2 and C3 are always combined for evaluation purposes? | When C2 and C3 are combined, the C3 criterion “Content of the Message” overlaps with the C2 criterion “Use of knowledge from texts in a reinvestment task.” Consequently C3 is reduced to “formulation of the message”. Therefore is both competencies are always combined, it would give an incomplete portrait of the student’s development of C2. |