**ETL212: Teaching Literacy**

**2: How Literacy Helps Learning**

**Review the reading:** From last week’s homework, what were the main ideas about the Importance of Literacy in the text?

**Language and Learning** We use language when we learn and when we communicate. A good example of this is when looking at the theorist Bloom’s Taxonomy of Learning:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of learning** | **Verbs for Objectives** | | | | | | | | | | **Model Questions** | | | | | | | | | | |
| **Knowledge – remember**  shallow processing: drawing out of factual answers, testing recall and recognition | choose  describe  define  identify  label | | | list  locate  match  memorize  name | | | | | omit  recite  recognize  select  state | | choose  describe  define  identify  label | | | list  locate  match  memorize  name | | | | | omit  recite  recognize  select  state | | |
| **Understand – describe and explain**  Translating, interpreting and extrapolating | classify  defend  demonstrate  distinguish  explain  express  extend | | | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | match  paraphrase  represent  restate  rewrite  select | classify  defend  demonstrate  distinguish  explain  express  extend | | | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select |
| **Apply**  Knowing when to apply, why to apply and recognising patterns of when to transfer to new situations | classify  defend  demonstrate  distinguish  explain  express  extend | | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | classify  defend  demonstrate  distinguish  explain  express  extend | | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | |
| **Analyze**  Breaking down into parts | classify  defend  demonstrate  distinguish  explain  express  extend | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | classify  defend  demonstrate  distinguish  explain  express  extend | | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | |
| **Evaluate**  Judge, according to some set of criteria, and state why | classify  defend  demonstrate  distinguish  explain  express  extend | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | | classify  defend  demonstrate  distinguish  explain  express  extend | | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | | |
| **Create – synthesise**  Combining elements into a pattern not clearly there before | classify  defend  demonstrate  distinguish  explain  express  extend | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | | | classify  defend  demonstrate  distinguish  explain  express  extend | give example  illustrate  indicate  interrelate  interpret  infer  judge | | | | | match  paraphrase  represent  restate  rewrite  select | | | | |

**We use language to set learning objectives and to instruct and explain new things, and to set tasks.**

Try to place the following questions into the correct cognitive category (according to Bloom):

1. Can you tell me what the story was about?
2. What is the name of the main character?
3. Justify why you think the Big Bad Wolf was simply misunderstood.
4. Classify the following building materials in order of strength...
5. Predict what would happen if Jack couldn’t cut down the beanstalk in time?
6. List the mistakes Red Riding Hood made.
7. Plan a safer route to Grandma’s house.
8. What evidence suggests that Goldilocks was a shady character?

**Make a visual representation to show the relationship between:**

Thinking

Language

Literacy

Reader engagement

Learning

Texts

**Literacy, ESL and the NTCF**

While literacy is needed for the learning of all subjects, it is most explicitly taught in the KLA English or ESL

Look at the NTCF document. Use your experience with the EsseNTial Learnings area to find the level(s) your class is currently working at.

**The Literacy Text Book**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0205582.wmfC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0240695.wmfC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0252349.wmfHow do you feel about it? (pick a picture that reflects your feelings)

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0211949.wmf

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0212957.wmfC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0299763.wmfC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0216588.wmf

How to deal with a big textbook: strategies?