**ETL212: Teaching Literacy**

**2: Literacy, Learning and Learning Goals**

**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:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level of learning** | **Verbs for Learning Goals/Objectives** | | | | | | | | | | **Model Questions for Learning Tasks** | | | | | | | | | | |
| **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 learning task 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?

**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.

* What are the Learning Outcomes?
* What is the difference between the Learning Outcomes and the Indicators (or Learning Goals)?
* What is the difference between Learning Goals and Learning Tasks?

**Profiling a Learner: Literacy Assessment**

**What is Profiling?**

It’s the first step we take when we plan ANY learning activity for our students. We ask 3 questions. See p7 of Lynch ringbound booklet:

1. What does the learner already know?

2. Where does the learner need/want to be?

3. How does the learner best learn?

**Understanding the Task**

* What is assessment? (What are the chapters in Winch to do with assessment of reading and writing?)
* Why do we do it?
* What will I assess?
* How and when will I do it (what tools will we use?) See the literacy assessment summary reading.

**Making a Plan**

Look at the Assignment Task details on the next page.

* What questions do I have?
* What do I need to do next?
* Who will I need to involve and how?
* What is my **goal for this week**?
* What steps will I take this week to achieve the goal?

**Now write these steps in this week’s HOMEWORK SHEET**

**Assignment Task 1:**

Write a case study of a learner where a comprehensive assessment of literacy areas is carried out and described.

**Contents of the Case Study**

* Write the learner profile
* Briefly explain how data was collected for each of the literacy areas assessed and possible limitations
* Describe the learner’s behaviours/habits and achievement in each of the literacy areas and summarise the results of the assessments
* Identify and justify strategies to develop literacy in this learner in some or all of the literacy areas

**Procedure**

1. Choose a learner (school aged person)
2. Arrange to assess your learner and discuss learner’s achievements with their teacher
3. Assess your learner in terms of literacy behaviours and achievements
4. Identify strategies to develop specific areas of literacy need
5. Use the readings and raw data to justify your chosen strategies

**Form of the Written Case Study**

**Introduction:**

Why is it important to assess the literacy abilities of a learner?

**Learner Background**

* Who is the learner? Age, family background, school history, gender, class, attitudes and interests etc.
* Why did you choose this individual to assess?

**Overview of Data Collection (what, when, how, why, limitations)**

* What were the literacy areas you assessed and what skills within those areas did you assess?
* Over what period of time did you assess?
* What were the main methods of collecting data (observation, testing, collection of samples of work, conversation with student/others, accessing records)?
* Why did you choose some of these methods (convenience, usefulness etc)?
* Were there things you’d have liked to have assessed but could not? Why? What would you have liked to have been able to do?

**Literacy Areas**

* **Listening**

Behaviours and Achievements

Teaching Strategies

* **Speaking**

Behaviours and Achievements

Teaching Strategies

* **Reading**

Behaviours and Achievements

Teaching Strategies

* **Writing**

Behaviours and Achievements

Teaching Strategies

**Conclusion**

* What are the main strengths and weaknesses of the learner’s literacy ability?
* What will be the most significant strategy to move the learner to the next stage of their literacy learning?

**Reference List**

What have I made reference to in my case study? (Winch? School documents? Other readings? Lecture handouts?)

**Appendices (optional)**

What samples of student work/my observation notes/completed assessment rubrics will I put here?