

Presentation:

Literacy in English Years 9-13

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Starpath

A University of Auckland Partnership for Excellence



**THE UNIVERSITY
OF AUCKLAND**

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau



LOOSE PARTS

DAVE BLAZEK



The games get pretty crazy
at English teachers' parties.

Ko tōku reo
Tōku rangatiratanga

Learning Intentions

Develop understanding of:

1. Literacy in English
2. Vocabulary instruction
3. Preparing your students to read
4. Preparing your students to write

Programme

9am	Introductions Why is literacy important? Developing students' vocab knowledge
10.30am	Morning tea
10.50am	Developing students' reading skills
12.45–1.15pm	Lunch
1.15-3pm	Developing students' writing skills
3.15pm	Questionnaire and exit

Why is literacy important?

“All teachers are teachers of literacy because all students learn through language. Language is fundamental to thinking and learning. Language is the primary means by which we gather and communicate information.”

Effective Literacy Strategies p7

Literacy in Secondary School

- “Secondary school presents learners with many literacy challenges. In every subject area students need to read and write increasingly sophisticated texts as they progress through secondary school.”
- “Literacy teaching is just as important for academic success in Year 13 as it is in Year 9.”
- “Teachers have a responsibility to find out where each individual student is at in their learning.”

The Curriculum

For each (learning) area, students need specific help from their teachers as they learn:

- The specialised vocabulary associated with that area;
- How to read and understand its texts; how to communicate knowledge and ideas in appropriate ways;
- How to listen and read critically, assessing the value of what they hear and read.

NZC p16

The Curriculum

“... the importance of literacy in English cannot be overstated.”

NZC p16

Year 9 and 10 Baseline Data

To be considered at 'expected level' students should be reading at or above Curriculum Level 4 on entry to high school.

However, the Starpath Year 9+10 Baseline Data Report (Earl Irving) indicates that the following groups were at or below Curriculum Level 3 in AsTTle reading at the beginning of Year 9:

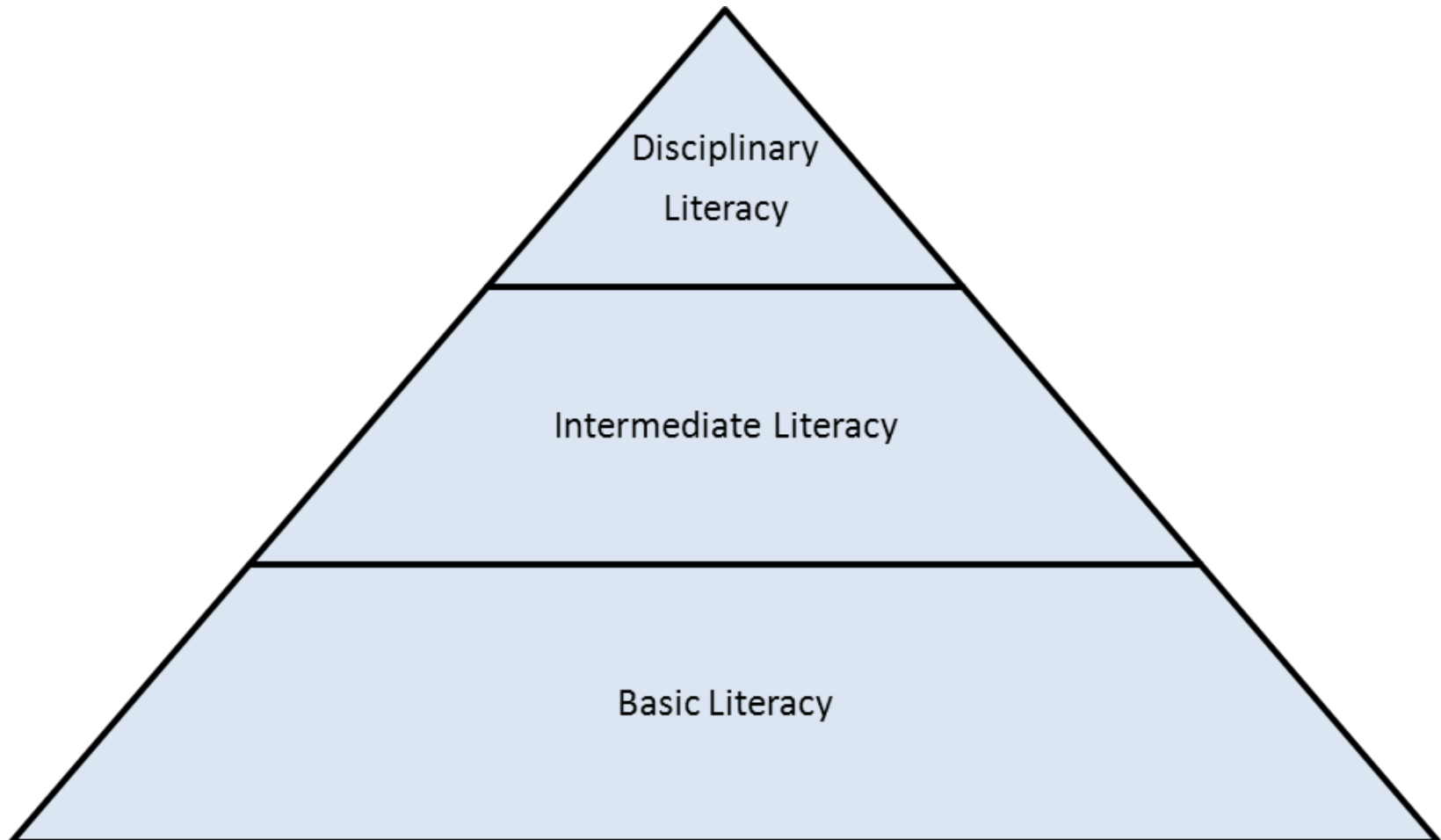
- 28.5% of New Zealand European students (n=6652)
- 56.3% of Māori students (n=8179)
- 70.4% of Pasifika students (n=8201)

Data from the PAT listening comprehension tool also indicates many students' oral listening comprehension is below expectation, with 66.8% of Māori and 91.4% of Pasifika students having scores at Stanine 4 or below.

What does this mean for English teachers?

We must provide our students with language rich environments, where they have access to challenging texts and plenty of opportunities to read, write and talk about these texts.

Shanahan & Shanahan (2008)



Optimal conditions for literacy learning

- A language-rich environment in which students regularly read, write and discuss challenging texts
- An emphasis on students developing their own literacy strategies in a gradual withdrawal of support model
- Targeted teaching of specific needs identified through inquiry

Vocabulary key concepts

- Comprehension appears to depend on knowing between 90 – 95% of words in a text
- Students need frequent and repeated opportunities to experience and use new vocabulary
- Vocabulary is best learned in context
Amplify rather than *simplify* vocabulary

Receptive and productive vocabulary

Receptive = what you *receive*
(through reading and listening)

Productive = what you *produce*
(*through writing and speaking*)

Both are important and mutually
beneficial

Vocabulary Learning

- Academic verbs
- Vocab jumble
- Traffic lights
- Word map
- Word solving strategies

Academic Verbs in English

Verb	Definition	Answer
Describe		
Explain		
Discuss		
Identify		
Organise		

Vocab Jumble

specialised academic incidental learning
general academic productive tier 2
 reading receptive speaking
 clines listening cloze
 denotation morphemes roots
prefixes phonemes clustering
 dictionaries direct instruction
connotation context clues speaking
 suffixes writing morphemic awareness
 definitions word consciousness

Traffic Light Activity

Green: all words you are very confident you know the meaning of

Orange: words you have seen before but are a little unsure about their meaning

Red: words that are completely new to you

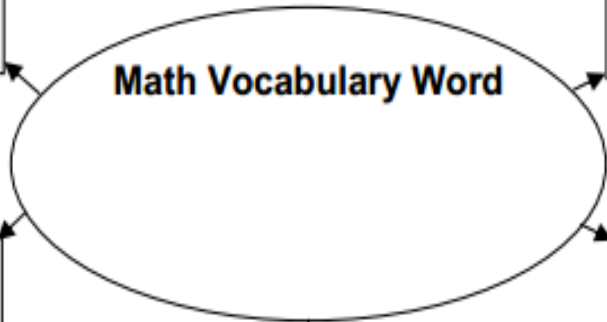
Math Word Map



Definition

Synonyms(s)

Antonym(s)



What real world situations would you use this word in?

Draw a picture or visual example

Use it in a sentence

Word-solving strategies

(from Lubliner 2001)

- **Consider the context**
- **Substitute a synonym**
- **Study the structure** e.g. Root word, prefix or suffix
- **Mine your memory:** Have you ever seen this word before?
- **Ask an Expert**
- **Place a post-it**

Preparing Your Students to Read

“When students have difficulty reading and understanding subject area texts, they hit a “literacy ceiling” that limits what they can achieve both in the classroom and in their lives outside of school.”

Reading For Understanding p5

Preparing Your Students to Read

- Road Blocks and Strategies – metacognitive exercise
- Strategies of good readers
- Unfamiliar Texts
- Source and target
- Poetry in 4 Voices

Class set of Roadblocks and Strategies

Road Blocks	Strategies

Metacognitive Conversations

(Braunger et al al, 2005)

- Predicting – I predict... In the next part I think... I think this is...
- Picturing – I see... I picture...
- Making connections – This is like... This reminds me of...
- Identifying a problem – I got confused... I'm not sure... I didn't expect...
- Fixing up – I'll need to..., I think I will....

Strategies of Good Readers

Good readers will:

- Re-read
- Read forwards and backwards for comprehension
- Self-correct
- Attack new/unfamiliar vocab
- Read everything on the page
- Visualise as they read
- Re-establish concentration if it is lost
- Use headings, sub-headings, titles, captions, graphics etc
- Ask questions of the text
- Notice/pay attention to words in bold, italics, capitals, underlining
- Skim and scan
- Read at different speeds
- Activate prior knowledge and put this on hold if need be
- Make predictions
- Take breaks
- Make notes/annotations
- Continue reading – persevere – they don't give up

Talking About Text

Recent studies suggest that promoting extended discussion about rich texts may be even more effective than direct instruction.

Typical Patterns of Classroom Talk

I-R-E = teacher **I**nitiation, student **R**esponse,
teacher **E**valuation

Criticized on basis that it is:

- one-sided, teacher-centred
- privileges transmission of information
- leaves little room for exploration of ideas (needed for deeper understanding)

Activity

Read the scenario by Ian Wilkinson

Key Features of Extended Discussion

- More time for open-ended discussion
- Feature authentic open teacher questions which serve to explore rather than 'test' students' understanding,
- Attempt to increase 'uptake' whereby teachers prompt for elaboration and incorporate and build on students' ideas (Applebee, Langer, Nystrand, & Gamoran, 2003).

Talking About Text

- Barriers?
- Strategies?

What Makes Text Difficult?

Language: density of unfamiliar, abstract, polysyllabic and technical or highly specialised words.

Sentence Length and complexity: Long sentences are harder to read than short ones. Complex sentence structure also affects difficulty.

Conceptual difficulty: Difficulty of a text depends on how abstract the ideas are and the amount of prior knowledge they require.

Idea density: the density of ideas and the ways in which they are embedded affect text difficulty.

Relevance: How important is this text to the reader? Texts about motivating topics 'feel' less difficult.

Unfamiliar Texts

- **Is** teachable (and catchable)
- Practise, practise, practise
- High challenge/high support tasks
- Amplify don't simplify

Framing strategies for students:

- Audience and purpose
- Organisational features of text
- Ideas
- Language features
- Structure

Source and Target

One way to conceptualise figurative language is as 'source' and 'target'.

'Source' is the original denotation of the word/phrase

'Target' is what the writer is describing
e.g. "Her eyes (target) are like limpid pools (source)."

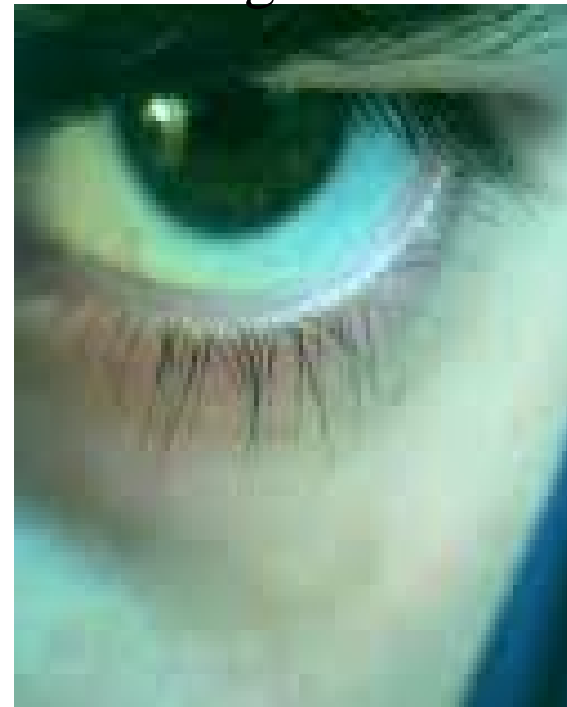
Boers, 2000

“Eyes empty like knot holes in a fence...”

Source



Target



“I’m a black ocean leaping and wide...”

Source



Target



Create 5 original metaphors or similes by combining the source and targets in new and unfamiliar ways

Source domains

Weather

Cooking

Travel

War

Animals

Machinery

Sports

Target domains

love

boredom

jealousy

anger

Table Activity

Example	Type	Source	Target	Effect

A possible writing frame

The writer is using a (*type*) to compare (*target*) to (*source*). This is revealed by his/her use of language such as

The author makes this comparison to make the reader think that (*target*) is similar to the (*source*) in these ways The effect of this is that

Verbs, adjectives and tenses

Adverbs – types, how many? what does the adverb tell us about character/setting/mood/tone and how do you know? How effective are they?

Adjectives – types, how many? what does the adjective tell us about character/setting/mood/tone and how do you know? What are they mainly doing? How effective are they?

Tenses – past/present/future, changes? Why? Effect on reader? Mood created? What is the importance of time in the text?

So which features are most important to teach?

- Tone and mood
- Figurative language (metaphor, simile)
- Choice of words (especially verbs, adverbs and adjectives)
- Pronouns, rhetorical questions
- Structure (e.g. chronological, general to specific, contrasting beginning and end, positive to negative, arrival to departure),
- Use of contrast

Poetry in Four Voices

1. Students allocate speaking parts to each other and read aloud text in their group a few times.
2. Share their reading of the text with the class.
3. Use Play-Doh to construct an image or sequence of images from the text.
4. Explain to the class what they've made and why they chose this image/s.
5. Use this as a starter for some writing on the text – "A significant image in..."

Preparing Your Students To Write

- Mood story
- Strategies of good writers
- Sentence combining
- In your own words – summarising
- Short story on a postage stamp – vocab toolbox
- Visual text frames – word bank – sentences – paragraph – question writing

Mood Story

- Emotion or mood
- Place
- Colour
- Sound
- Smell
- Time of day
- Weather

Describe a Place

It was..... (*time of day*) when I went to the (*place*). It was a (*weather*) day. The sunglasses I was wearing made everything look (*colour*). There was a strong smell of (*smell*). In the distance I heard (*sound*).

Improve your story by...

- Making at least one description more specific e.g. by adding an adjective to a noun
- Making one verb more interesting e.g. by using a more specific verb or by modifying with an adverb
- Adding one example of figurative language and one sound feature
- Removing one redundant word

Strategies of Good Writers

Good writers will:

- Determine their purpose and audience
- Invest time in their writing
- Find, select and use the most appropriate content or ideas
- Use topic statements
- Use suitable vocabulary/subject terminology
- Structure and sequence content appropriately, using headings/sub-headings/captions as necessary
- Use connectives to link ideas
- Present the text, with suitable visual material for the intended audience
- Attend to surface features (spelling, grammar and punctuation)
- Edit – review drafts (edit later and edit lots)
- Proof read the writing and make necessary corrections
- Ask for feedback on their writing
- Share their writing with others

Sentence Combining

Combine these five sentences in as many ways as you can add additional descriptive words in order to combine if you like:

- The mouse was hungry
- The mouse was grey
- The mouse ate the cheese
- The cheese belonged to the vicar
- The cheese was in the fridge

Sentence Combining

Judging criteria: 3 categories

- The sentence with the most information
- The greatest number of different sentences
- The sentence voted 'most elegant'

In Your Own Words

Read the poem Nothing's Changed by Tatamkhulu Afrika and summarise in your own words its key ideas/messages.

Short Story on a Postage Stamp

ÉIRE 60^c DUBLIN UNESCO CITY OF LITERATURE
BAILE ÁTHA CLIATH
CATHAIR LITRÍOCHTA UNESCO

The thick clouds cover up the moonlight, but the city's lights provide worthwhile illumination – above them all, the beacon burns bright atop the monolithic podium, signalling to wayfaring voyagers the ancient Viking settlement. Now, where Norsemen once stood, I look back, along the quays, streets, and alleys, to where the inhabitants live their lives: eating, speaking, and breathing their city into existence. It gives me cause to wonder, as I stroll aimlessly along the cobbled paths, about those who have traversed them before me, by carriage or before there were even cobbles to walk upon. I feel their lives and mine are somehow connected, that we all were at one point a part of this city, living pieces of its grand, striking framework. Every High King and scholar, every playwright and poet, every politician and every rebel, every merchant, student, and busker who ever set foot in the city holds or held onto a chunk of this city's soul; every one of them stepped to the city's heartbeat. I listen to the streets at night and I can feel the city's lifeblood pumping through me; I can feel myself flowing through it. All of us who travel those arteries step on the words, actions, and lives of those who travelled them before us. The city embodies the people, and the people embody the city.

2013

Vocab Toolbox

<p>Description of sweet – size, shape, colours</p>	<p>Evidence</p>
<p>Comparisons with other sweets</p>	<p>Opinions – mine/family/friends</p>
<p>Persuasive words/phrases</p>	

Writing Based on Visual Texts

1. Choose one of the frames from Rabbit Proof Fence and create a word bank describing what you see, using appropriate English vocab that students might use. Include technical terminology. (As an extension you could include some words that are NOT applicable).
2. Swap your photograph and words with another group. This group will use your word bank, and add to it, writing a few sentences to form a paragraph, explaining what is shown in the frame. Continue as a group or individuals to compose a paragraph for an NCEA Visual Texts exam question.
3. Higher level thinking task – write suitable assessment questions that could be used for this visual text.

Exit Questionnaire

Please use this link to our questionnaire and provide us with some feedback on today's workshop:

<http://goo.gl/forms/10JqSNt6y6>

Summary of Strategies

To help you with the questionnaire, here is a summary of strategies we have promoted today:

Vocab:

- Academic verbs
- Vocab jumble
- Traffic lights activity
- Word map

Reading:

- Road blocks and strategies
- Analysis of text type for Unfamiliar Texts
- Source and target
- Poetry in four voices

Writing:

- Mood story
- Sentence combining
- In your own words
- Vocab toolbox
- Using visuals for writing

Resources

- Reading for Understanding by Ruth Schoenbach, Cynthia Greenleaf and Lynn Murphy
- I've Got Something To Say by Gail Loane
- The Writing Book by Sheena Cameron and Louise Dempsey
- Effective Literacy Strategies in Years 9-13 Ministry of Education
- TKI – Literacy Online
- TKI – ESOL Online
- TKI – Literacy Leadership