

Parent Education Night

Capilano Elementary School



Snapshot of Our Evening

- Welcome

Carson Graham Family of Schools Parent Advisory Council

- Literacy Beginnings

Gretchen Tolfo, Early Literacy Facilitator, School District 44

- Literacy Extensions

Jennifer Wilson, Principal, Capilano Elementary School

- Supportive Library Programs

Alison Campbell, North Vancouver District Public Library

- "What's Hot This Christmas?"

Susan McGuiggan, Kidsbooks in the Village

- Questions and Book Draw



Components of Literacy

- Reading
- Writing
- Speaking & Listening



Learning

- Social & emotional
- Fixed vs. Growth mindsets
 - perceptions of self as a learner
- Self-efficacy
 - confidence to take learning risks
- Constructive Feedback and scaffolding
- Connections



Speaking and Listening

Prepare to listen with a positive, engaged attitude

- Focus your attention on the subject
 - Stop all non-relevant activities
 - Avoid distractions
 - Seat yourself appropriately close to the speaker
- Set aside your prejudices, your opinions
 - You are present to learn what the speaker has to say

<http://www.studygs.net/listening.htm>



Speaking and Listening

Active Listening:

- Be other-directed; focus on the person communicating
- Follow and understand the speaker as if you were walking in their shoes
- Listen with your ears but also with your eyes and other senses



Speaking and Listening

Active Listening:

- Be aware: non-verbally acknowledge points in the speech
 - Let the argument or presentation run its course
 - Don't agree or disagree, but encourage the train of thought :
"Tell me why you think that"
- Be involved: Actively respond to questions and directions
 - Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest

<http://www.studygs.net/listening.htm>



Speaking and Listening

Focus on productive dialogue:

- Reflect what has been said by paraphrasing.
 - "What I'm hearing is," and "Sounds like you are saying," ...
- Ask questions to clarify certain points.
 - "What do you mean when you say." "Is this what you mean?"
- Summarize the speaker's comments periodically.

<http://www.mindtools.com/CommSkill/ActiveListening.htm>



Speaking and Listening

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments; instead, encourage explanation and “thinking through” ideas/opinions
- Be candid, open, and honest in your responses
- Model asserting opinions respectfully
 - “Your ideas are interesting...”

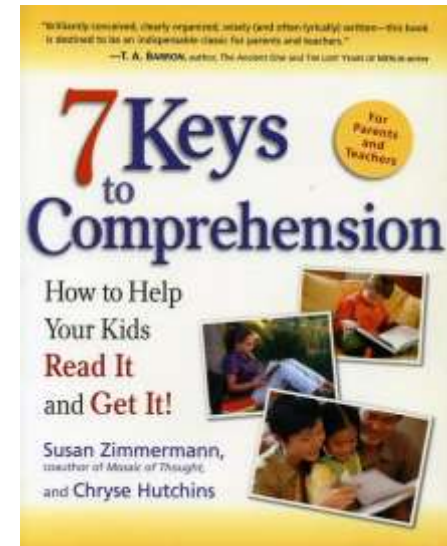
<http://www.mindtools.com/CommSkill/ActiveListening.htm>



Reading: Seven Keys to Comprehension

Good readers:

- Create mental images
- Use background knowledge
- Ask questions
- Make inferences
- Determine the most important ideas and themes
- Synthesize information
- Use "fix-up" strategies

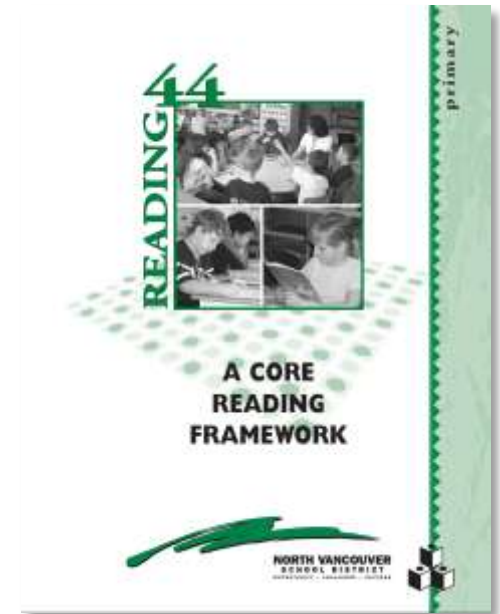


(Zimmermann

& Hutchins, 2003)

NVSD *Reading 44*: The Daily Dozen

- Access background knowledge
- Predict what will be learned or what will happen
- Figure out unknown words
- Self-monitor and self-correct
- Make mental pictures
- Connect what you read with what you already know



NVSD *Reading 44*: The Daily Dozen

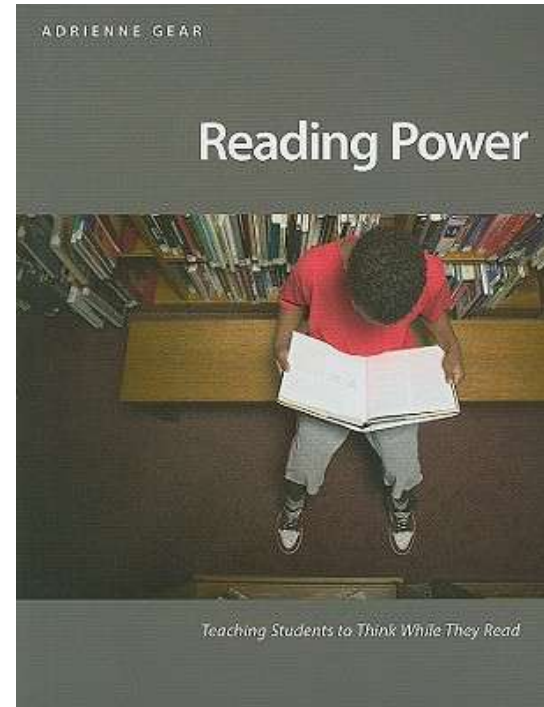
- Determine the most important ideas and events and the relationship between them
- Extract information from text, charts, graphs, maps, and illustrations
- Identify and interpret literary elements in different genres
- Summarize what has been read
- Make inferences and draw conclusions
- Reflect and respond



Reading Power

Adrienne Gear

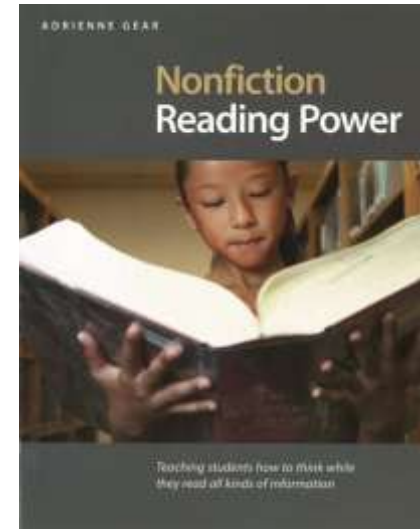
- Five *Reading Powers* for Fiction
 - Connect
 - Question
 - Visualize
 - Infer
 - Transform



Non-Fiction Strategies

Adrienne Gear

- Zoom – In
 - Recognize, locate and use text features (charts, graphs, images etc.)
- Question/ Infer
 - Ask questions/wonder; make inferences
- Determine Importance
 - Find main/important ideas
- Connect
 - Connect to experiences and background knowledge
- Transform/Synthesize
 - recognize change in own thinking/perspectives



Reading

Reading stances (Louise Rosenblatt)

- Readers' transaction with text as they read
- Efferent-Aesthetic Continuum
 - Readers transact with text along an efferent (factual/content knowledge) and aesthetic (emotional) continuum of response
 - Reading experiences are never purely efferent or aesthetic

McLaughlin, M. & DeVood, G. (2004), p. 22-23



Reading

The Critical Stance (Luke & Freebody, 1999)

- Readers use their background knowledge to understand the relationship between their own ideas and those presented by the author

McLaughlin, M. & DeVood, G. (2004), p. 22-23





Critical Literacy

“Reading words to read the world”

...Paulo Freire (1970)

- Understanding the text's (and author's) purpose to not be manipulated by it
- Becoming critically aware of intent
- Comprehend beyond the literal
- Reflect on the function of the text
- Analyze and evaluate information sources
- Meaningfully question origin and purpose
- Take action by representing alternative perspectives

What is “Critical Literacy” ?

Reflection , Transformation , Action

Reflections:

Readers question the perspectives and ideas presented to engage in reflection about:

- Whose voice might be missing, discounted or silenced
- What the underlying values, beliefs, and attitudes are

McLaughlin, M. & DeVood, G. (2004), p. 54-56)



What is Critical Literacy?

Transformation & Action

Readers draw from their background knowledge to transform thinking

- considering alternative points of view and in so doing may choose to take action in light of awareness of unjust situations – taking action for social justice.

McLaughlin, M. & DeVood, G. (2004), p. 54-56)



Critical Literacy

Focuses on:

- Imbalances /differences/issues of power – identifying who is advantaged by the way things are, and who is disadvantaged
- Challenging common assumptions and values
- Social justice issues

McLaughlin, M. & DeVood, G. (2004), p. 54-56)



Critical Literacy

Focuses on (cont.):

- Examining relationships
 - differences in power
- Analyzing problems and their complexity
- Examining multiple perspectives/viewpoints
 - discover and consider diverse beliefs, positions, and understandings; imagining and exploring perspectives that are absent/silent

McLaughlin, M. & DeVood, G. (2004), p. 54-56)



Prompts for discussion:

- Whose point of view is being expressed?
- Why do you think the author wrote this? What might have been their purpose?
- What stereotypical images or descriptions are present?

Reflections on Literacy: For consultants, administrators, and teachers. (2006). Toronto, ON: Pearson



Prompts for discussion:

- What attitudes or opinions are promoted, diminished, or ignored?
- What does the author, videographer, photographer want you to think?
- What alternative meanings or interpretations are possible?

Reflections on Literacy: For consultants, administrators, and teachers. (2006). Toronto, ON: Pearson



Prompts for discussion:

- Who is doing the talking? Who isn't talking?
- What do you think this character is thinking?
- If the story was told from one of the other character's perspective, what might be different? Why?

Capacity Building Series. (2009, August). The Literacy and Numeracy Secretariat, Ontario.



Writing

Same five thinking strategies: (Adrienne Gear)

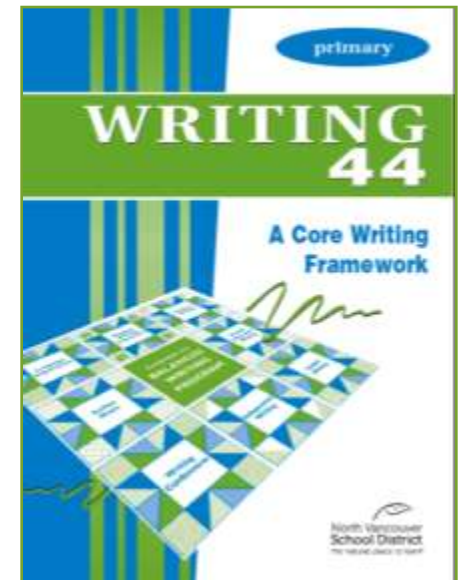
- Connect
- Question
- Visualize
- Infer
- Transform
 - invites their "reader" thinking into their writing



Writing 44

The Eight Writing Skills

- I have an idea
- I can organize my ideas
- I use a variety of sentences
- I listen to my writing
- I choose my words carefully
- I present my ideas to suit my audience
- I make my voice come alive
- I re-read and look for ways to make my writing sound better. I think about the rules and tools.



Web Resources

Question prompts to engage students in critical literacy:

<http://www.edu.pe.ca/rural/Files/English/Critical%20Literacy.pdf>

Questions to Promote Critical Literacy:

http://eworkshop.on.ca/edu/pdf/Mod21_critical_literacy.pdf

Questions prompts and videos of using fairytales for Critical Literacy:

<http://faculty.uoit.ca/hughes/Contexts/CriticalLiteracy.html>

Critical Literacy Guide:

http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf



Sources

Capacity Building Series. (2009, August). *The Literacy and Numeracy Secretariat*. Ontario

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Gear, Adrienne: Reading Power, Non-Fiction Reading Power, Writing Power

Luke, A., & Freebody, P. (1999, August) Further notes on the four resources model. *Reading online*. Retrieved August 10, 2012, from <http://www.readingonline.org/research/lukefreebody.html>

McLaughlin, M. & DeVood, G. (2004). Critical literacy as comprehension: Expanding reader response. *Journal of Adolescent & Adult Literacy*, 48(1), 52-62.

MacFarlane, N. (2006). *Reflections on literacy: For consultants, administrators, and teachers*. Toronto, ON: Pearson

Rosenblatt, L.M. (2004). The transactional theory of reading and writing. In R.B. Ruddell & N.J. Unau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 1363-1398). Newark, DE: International Reading Association.





Supportive Library Programs

Alison Campbell,
North Vancouver District Public
Library

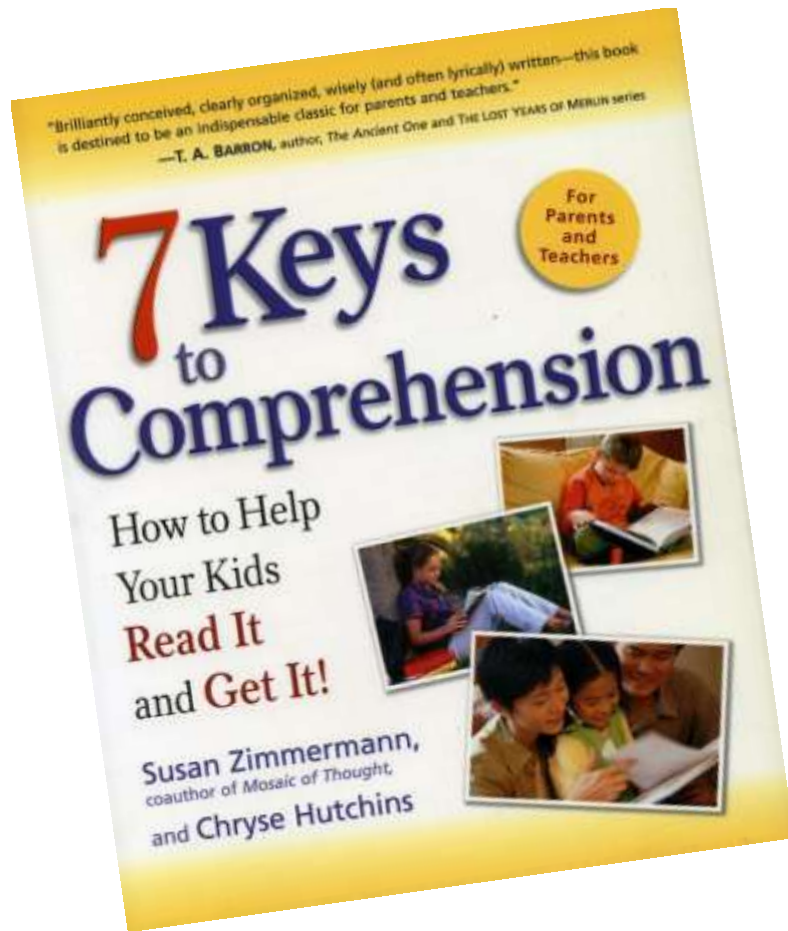
“What’s Hot This Christmas?”



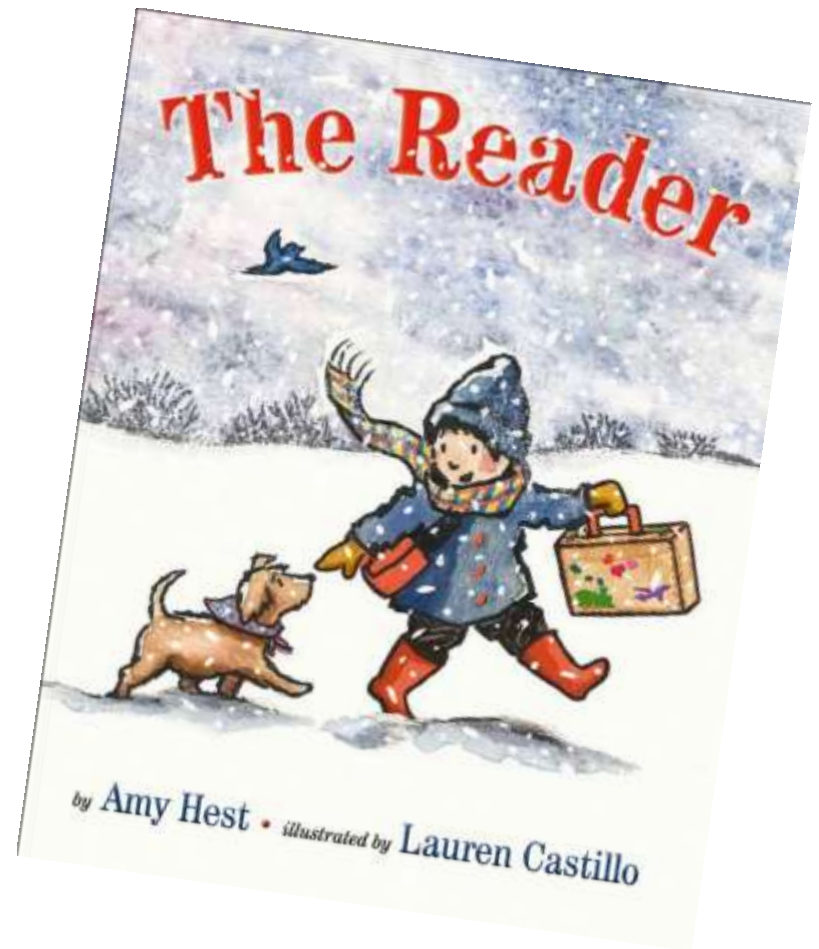
Susan McGuiggan,
Kidsbooks in the Village



Questions & Book Draw



With thanks to
Capilano



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Kidsbooks