



Supporting Professionals. **Igniting** Learning.
Appuyer les professionnels. **Susciter** l'apprentissage.

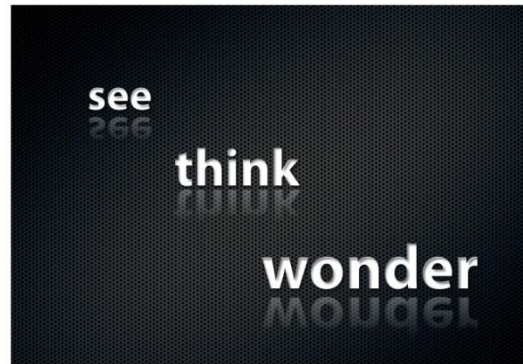
CESBA CONFERENCE

April 10, 2018

Knowing and responding to learners who
need additional support in literacy

I wonder...

What are you wondering about
literacy learning and teaching for
adults?



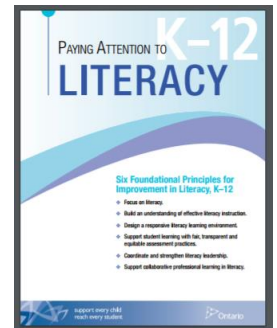
What does it mean to be
literate in 2018?

Definition of Literacy

Literacy is the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas. Literacy enables us to share information and to interact with others. Literacy is an essential tool for personal growth and active participation in a democratic society.

Literacy involves the capacity to:

- access, manage, create and evaluate information
- think imaginatively and analytically
- communicate thoughts and ideas effectively
- apply metacognitive knowledge and skills
- develop a sense of self-efficacy and an interest in life-long learning.



The development of literacy is a complex process that involves building on prior knowledge, culture and experiences in order to instill new knowledge and deepen understanding.

(Paying Attention to Literacy p.3)

A Wherlie

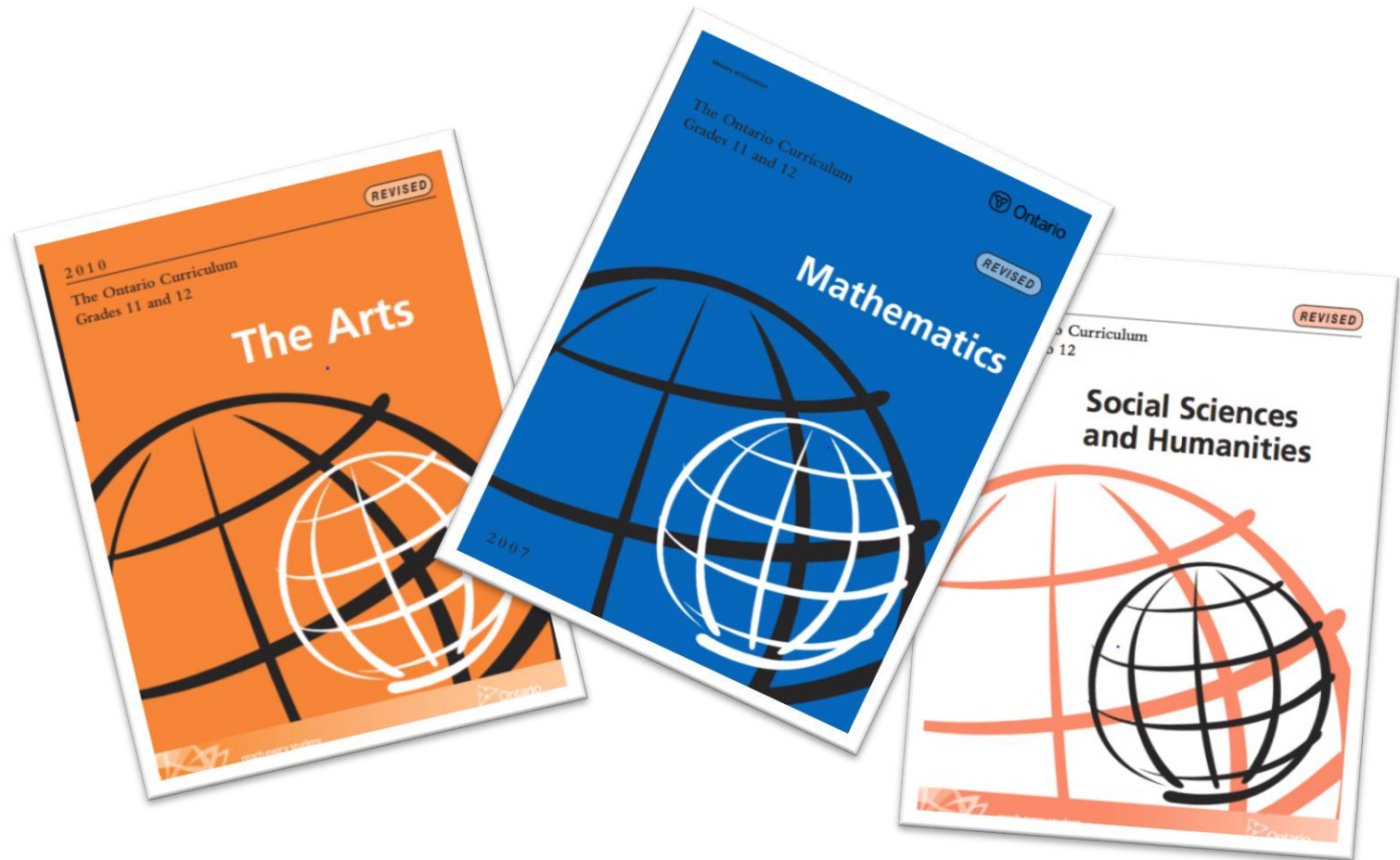
Early one gloop two goinkies went to the gork.
Before they clooked, they galampied and also made
sure to have pliced.

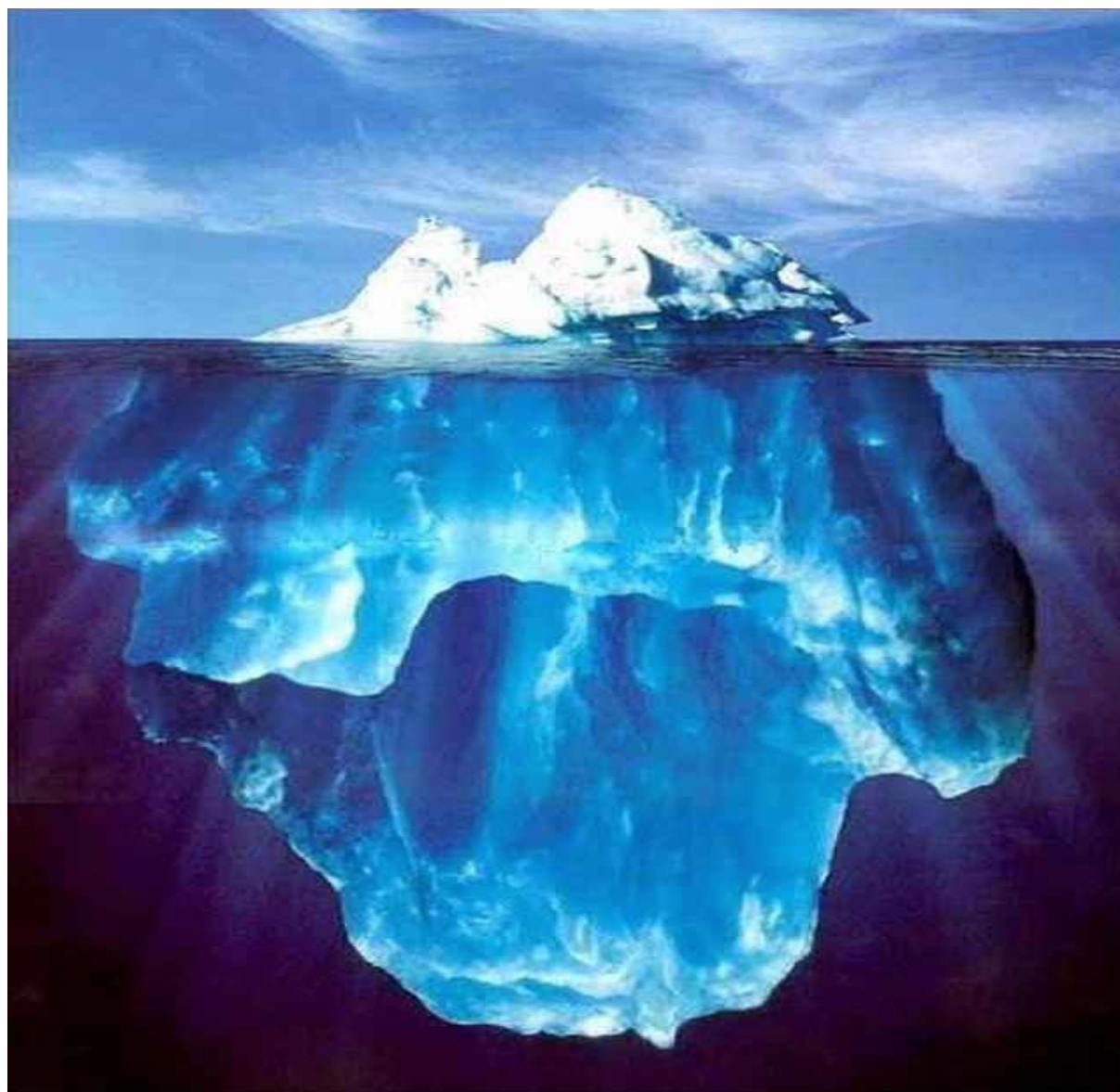
After leaving the gork, the goinkies met some foins
so they burlied for a while.

All in all it was a splendiferous quack.



Cross Curricular and Disciplinary Literacy





What do good readers do before reading?

- Preview (skim, scan etc.)
- Activate prior knowledge
- Wonder and Question
- Predict
- Understand the reason for reading
- Recognize the genre and conventions
- Chunk the text

What do good readers do during reading?

- Monitor comprehension and adjust (pause, re-read)
- Visualize
- Question
- Confirm / revise predictions
- Infer
- Use text features and clues
- Make connections
- Locate and highlight important information

What do good readers do after reading?

- Reflect
- Summarize
- Interpret
- Respond
- Make connections
- Use details to support a response
- Assess or evaluate the material
- Apply the learning

Ontario Adult Literacy Curriculum Framework (TCU - March 2015)

Six Competencies

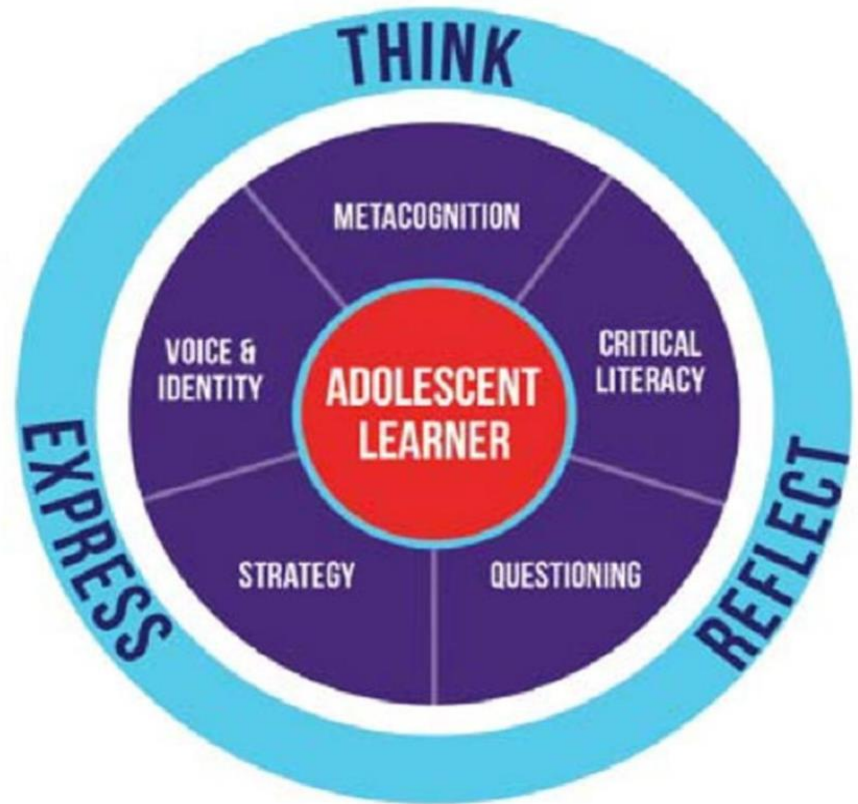
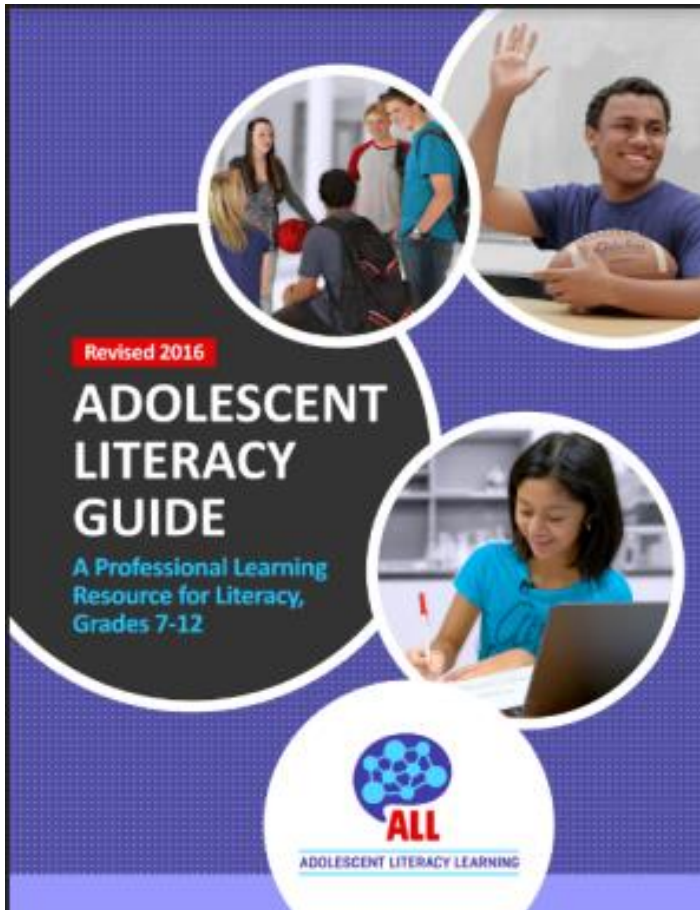
- Find and Use Information (3)
- Communicate Ideas and Information (4)
- Understand and Use Numbers (4)
- Use Digital Technology
- Manage Learning
- Engage With Others

Global Competencies

- Self-directed learning
- Critical Thinking and Problem Solving
- Innovation, Creativity and Entrepreneurship
- Citizenship
- Collaboration
- Communication

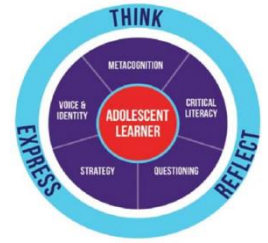
Adolescent Literacy Guide

(Revised 2016)



Adult Literacy Curriculum	Global Competencies	Five Components of Literacy
<ul style="list-style-type: none"> • Manage Learning • Find and Use Information • Understand and Use Numbers • Use Digital Technology • Engage With Others • Communicate Ideas and Information 	<ul style="list-style-type: none"> • Self-directed learning • Critical Thinking and Problem Solving • Innovation, Creativity and Entrepreneurship • Citizenship • Collaboration • Communication 	<ul style="list-style-type: none"> • Metacognition • Critical Literacy • Questioning • Strategy • Voice and Identity

The Five Components



- **Strategy** – purposefully selecting and using techniques and processes to construct and communicate meaning
- **Metacognition** – taking active control of thinking processes to understand themselves, the tasks, the strategies and their use
- **Questioning** – curiosity, exploration and inquiry to evoke, expose and extend thinking to deepen understanding
- **Critical Literacy** – critically analysing and evaluating the meaning of text as it relates to equity, power and social justice to inform a critical stance, response or action
- **Voice and Identity** – decisions, choices, and actions that advocate for their learning and connect to their experiences values, culture and interests

ALERTS



Make Room for:

- Building Background Knowledge
- Supporting Student Collaboration
- Building Knowledge of Text Structures
- Making Connections
- Thinking Metacognitively
- Inferring During Reading
- Engaging in Inquiry Learning
- Evaluating Sources of Information
- Students to Pose and Pursue Questions
- Evaluating Perspectives and Biases
- Developing Subject-Specific Vocabulary
- Supporting Students who Struggle With Reading

Additional Adolescent Literacy Resource Development

ALERTS

Leaders Connect

Professional Learning
Modules

Facilitator Guides

SCOPE: Research
Synopsis

Videos



http://edugains.ca/newsite/literacy/prolearnfac/adolescent_literacy.html

Literacy Learning Tensions

- ❖ Answering vs thinking
- ❖ Knowing vs understanding
- ❖ Skills and strategies vs meaning making
- ❖ Modeling vs designing and facilitating

Vicki Vinton at the Ontario Summer Literacy Symposium, 2017