LITERACY IN THE VCAL

Hands On Learning
Admit Slips

REVIEW “What is the most important thing that you learned in our last lesson?”

“What is one question you have from yesterday’s lesson that you hope will get answered today?”

FOCUS on students’ thinking on what they know or think they know about an upcoming topic

“What does the term ‘hero’ mean to you?”

“What’s would be your dream job?”

Exit Slips

Write the question or prompt on the board for students to refer to as they are writing (“What was the most important thing you learned in this lesson?”)

“What did you learn that surprised you and why?” “What did you find confusing or what question do you have?”
INTRODUCTIONS
THE PRINCIPLES OF VCAL

Start where learners are at

Negotiate the curriculum. Engage in a dialogue with learners about their curriculum.

Share knowledge. Recognise the knowledge learners bring to the learning environment.

Connect with communities and real life experiences.

Build resilience, confidence and self worth – consider the whole person.

Integrate learning – the whole task and the whole person.

Promote diversity of learning styles and methods. Everyone learns differently. Differentiate!

Assess appropriately. Use the assessment method that best ‘fits’ the learning content and context.
WHAT IS LITERACY?
THE ABILITY TO SEE THE WORLD AS WELL AS THE WORD
# REAL LIFE LITERACY

<table>
<thead>
<tr>
<th>Social Context</th>
<th>Reading and Writing</th>
<th>Oracy</th>
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<tr>
<td>Family and Social Life</td>
<td>Literacy for Self Expression</td>
<td>Oracy for Self Expression</td>
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<td>Workplace and Institutions</td>
<td>Literacy for Practical Purposes</td>
<td>Oracy for Practical purposes</td>
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<td>Education and Training</td>
<td>Literacy for Knowledge</td>
<td>Oracy for knowledge</td>
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<tr>
<td>Community and Civic</td>
<td>Literacy for Public Debate</td>
<td>Oracy for Problem Solving and Exploring Issues</td>
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<tr>
<td>Self expression</td>
<td>Practical purposes</td>
<td>Knowledge</td>
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<tr>
<td><strong>Write</strong> a recount, narrative or expressive text</td>
<td><strong>Write</strong> an instructional or transactional text</td>
<td><strong>Write</strong> a report, explanatory or expository text</td>
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<tr>
<td>Demonstrate that meaning has been gained from <strong>reading</strong> a narrative, recount or expressive text</td>
<td>Demonstrate that meaning has been gained from <strong>reading</strong> an instructional or transactional text</td>
<td>Demonstrate that meaning has been gained from <strong>reading</strong> an explanatory, expository or informative text</td>
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LEARNING OUTCOME 3
Writing for Knowledge
Write a report, explanatory or expository text.

Elements –

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and ideas logically to suit purpose.

Length/complexity
d) Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.

Mechanics
e) Spell, punctuate and use grammar with reasonable accuracy.
## WRITING FOR PUBLIC DEBATE – SPOT THE DIFFERENCE!

<table>
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<tr>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
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| **Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.**  
**Writing process**  
a) Use the processes of planning, drafting and editing to produce written texts.  
**Purpose**  
b) Use language and tone appropriate to text purpose and audience.  
**Structure**  
c) Sequence and structure ideas and arguments coherently.  
**Length/complexity**  
d) Write at least one paragraph or equivalent.  
e) Provide supporting evidence, which may be broad or general, for a point of view.  
**Mechanics**  
f) Spell, punctuate and use grammar sufficiently for the meaning to be understood. | **Write a persuasive, argumentative or discursive text.**  
**Writing process**  
a) Use the processes .......  
**Purpose**  
b) Use language and tone ...  
**Structure**  
c) Sequence and structure ideas and arguments to suit purpose.  
**Length/complexity**  
d) Relate several ideas or pieces of information within a text rather than treating them as separate units.  
e) Provide evidence & argue persuasively for a point of view.  
**Mechanics**  
f) Spell, punctuate and use grammar with reasonable accuracy. | **Write a complex persuasive, argumentative or discursive text.**  
**Writing process**  
a) Use the processes .....  
**Purpose**  
b) Use language and tone ...  
**Structure**  
c) Organise ideas and arguments to suit purpose.  
**Length/complexity**  
d) Provide & integrate evidence to support own argument.  
e) In an argumentative or discursive text acknowledge and rebut opposing point/s of view.  
**Mechanics**  
f) Spell, punctuate and use grammar with considerable accuracy. |
Additional information

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies such as....

Text awareness activities Pre-writing activities .
such as group discussion of topics of personal interest, sharing personal anecdotes or favourite storiesSupported writing activities Computer based activities

Spelling/vocabulary activities
Examples of assessment tasks/activities for learning outcome 1

Write a recount about a personal experience, for example starting secondary college.

Write a personal letter, for example write to a friend about a disappointing experience you have had. Use conventions of informal letter writing.

Write a simple, creative expression text, for example a poem or a song.

Write a description of people, places, activities or ideas which may be real or imaginary.

Write a personal email, for example to a friend about a new job or something you have done recently.

Use a digital camera or video as visual stimulus for writing a description or personal story.

Write a journal documenting work experience.
WHAT’S MOST IMPORTANT?

Student Expectations 1.44
Classroom discussion 0.82
Spaced Practice 0.71
Metacognitive strategies 0.69
Vocabulary programs 0.67
Repeated reading programs 0.67
Comprehension programs 0.60
Worked examples 0.57
Phonics instruction 0.54
Student centred teaching 0.54
Writing programs 0.44
Exposure to reading 0.42
STRATEGIES FOR BUILDING STAMINA IN LITERACY

- Hooks eg Lolly challenge
- Graphic organisers
- Set SMARTER goals
- Showing what success looks like eg Worked Examples.
- Class thermometers of time spent reading.
- Speed copying of worked examples.

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<thead>
<tr>
<th>S</th>
<th>SPECIFIC</th>
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<tbody>
<tr>
<td>M</td>
<td>MEASURABLE</td>
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<tr>
<td>A</td>
<td>ATTAINABLE</td>
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<td>R</td>
<td>RELEVANT</td>
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<td>T</td>
<td>TIME BOUND</td>
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# Rubrics

**FOUNDATION - LEARNING OUTCOME 5: Reading for Self Expression - Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.**

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not shown</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Can clearly explain reasons why the author wrote the text and how the text could be used</td>
<td>Can explain why the author wrote the text. Can give an example of how the text could be used.</td>
<td>Can explain why the author wrote the text.</td>
<td>Understands that the text has a purpose but unable to explain what the purpose is.</td>
<td>No understanding that the text has a purpose.</td>
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<tr>
<td>a) Identify the purpose of the text.</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td>Is able to clearly state the main ideas and all key details.</td>
<td>Can give main ideas and one or two key details.</td>
<td>Can identify the main ideas and one or two details but not necessarily the key ones.</td>
<td>Can state one main idea.</td>
<td>Not able to state the main ideas/s or any key details.</td>
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<tr>
<td>b) Identify main ideas and key descriptive details in the text.</td>
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<tr>
<td><strong>Application</strong></td>
<td>Can clearly explain the most of all key words and phrases. Has some understanding of the importance of words and phrases in conveying meaning.</td>
<td>Can explain the meaning of most key words and phrases.</td>
<td>Can explain the meaning of two or three key words and phrases and/or use a substitute word or phrase with similar or the same meaning.</td>
<td>Can identify some key words and phrases and can explain the meaning of one or use a substitute word or phrase with similar or the same meaning.</td>
<td>Unable to explain the meaning of any key words or phrases.</td>
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<td>d) Identify similarities/differences between texts on similar subjects or with similar text types.</td>
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<td><strong>Critique</strong></td>
<td>Clearly states why they agree or disagree with the text and why. Draw on points/ideas/characters in the text as well as own opinions, knowledge, experience, etc.</td>
<td>States if they agree or disagree with the text overall and gives examples of why using the detail in the text.</td>
<td>States if they agree or disagree with the text overall and some of the points/ideas/characters in it.</td>
<td>States if they agree or disagree with the text.</td>
<td>Not able to give an opinion about the content of the text.</td>
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<tr>
<td>e) Express an opinion on the text or on its subject matter.</td>
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VOCABULARY PROGRAMS
WRITE: HOW DO YOU FEEL TODAY?
STUDENT CENTRED TEACHING
WORK, FAMILY, HOLIDAY, DREAM, HOBBY, SPORT, MUSIC….
INTEGRATED LEARNING!

- Best developed when applied to real life contexts.
- Reflect the integrations of skills and competencies in social and work activities.
- Recognize the connection between curriculum areas.
- Provide structures for integrated approaches

Eg A student who is doing a Cert in Hospitality can read Recipe books, write recipes, develop a cooking show, design OHS posters for the kitchen.

A students who rides motor bikes can read magazines, describe courses, film events, bring in her bike and describe the features.
PROJECT LEARNING
ZINES
COMPREHENSION PROGRAMS 0.60
USING REAL TEXTS
NO TEXT BOOKS! - BUILDING A UNIT

CHOOSE A TEXT THAT YOUR STUDENTS MAY BE INTERESTED IN AND MAP IT TO THE COMPETENCIES
WRITING TO LEARN STRATEGIES

**Before** a learning experience to get students to “warm up” by thinking about what they know or think they know or feel about a new text or topic explored in a previous lesson.

**During** a learning experience to get students to “check in” by thinking about what they understand, what connections they are making, where they are unsure and what questions they have.

**After** a learning experience to get students to “take stock,” summarizing, synthesizing, evaluating or explaining what they have learned and where they are having difficulty.
When learners speak, write, or draw their ideas, they deepen their cognition.

Core Routines

What Makes You Say That? *Interpretation with justification routine*

Think Puzzle Explore *A routine that sets the stage for deeper inquiry*

Think Pair Share *A routine for active reasoning and explanation*

Circle of Viewpoints *A routine for exploring diverse perspectives*

I used to Think... Now I think... *A routine for reflecting on how and why our thinking has changed*

See Think Wonder *A routine for exploring works of art and other interesting things*

Compass Points *A routine for examining propositions*
LITERACY RESOURCES
I NEED MORE!

1. Thoughtfulworks – working with you at your school.
2. Critical Agendas - Teaching Literacy in the VCAL - Apr 21, 2016
3. Corwin – Prof Hattie’s Research for your school.
4. INTUYU – Bespoke PD

Handouts on VALA Website.

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thoughtfulworks.com.au
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