



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie

The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Critical Literacy

**Multi-media resource
for professional learning**



Curriculum
Services
Canada

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programmes
d'études Canada





On this DVD you will find ...

The multi-media package *Critical Literacy* includes print and video resources. On this DVD you will find these resources in the following folders:

- Viewer's Guide (booklet)
- Featured Webcast
- Additional Viewing Options
- Teacher Resources, 1 to 8 (for reproduction)

This DVD is formatted to work in your computer's DVD drive. It will not work in the computer's CD-ROM drive or in a regular DVD player.

The webcast is provided in WMV format to enable you to use video segments in other presentations. Instructions on how to insert a video clip into a PowerPoint presentation are included in this guide (see page 12).

To access the multimedia resources in Windows, insert the DVD into the DVD drive of your computer. An Options dialog box will open; select "Open folder to view files." Folders can either be opened directly from the DVD or copied to your computer desktop and opened from there.

To access the multimedia resources in Mac OS X, insert the DVD into the DVD drive of your computer. Then exit from the DVD player program (which typically opens automatically when a DVD is inserted into the drive). Select the DVD icon. Folders can either be opened directly from the DVD or copied to the desktop and opened from there.

For additional copies of this DVD, please contact Curriculum Services Canada at 416-591-1576 or toll-free at 1-800-837-3048. The webcast and other relevant resources are also accessible online at www.curriculum.org.

Overview

The featured webcast, viewer's guide and teacher resources are complementary resources. The webcast is designed to promote a beginning exploration of critical literacy. The additional viewing options present several international experts' voices on the topic and the viewer's guide and teacher resources facilitate individual and group study.

This resource is intended to support reflection on the following questions:

- What are critical literacies?
- Why are they essential for today's students?
- What do teachers need to understand and be able to do to help students develop critical literacies?
- What might a classroom look like that is conducive to developing critical literacies?
- How does one assess the effectiveness of a critical literacies program?

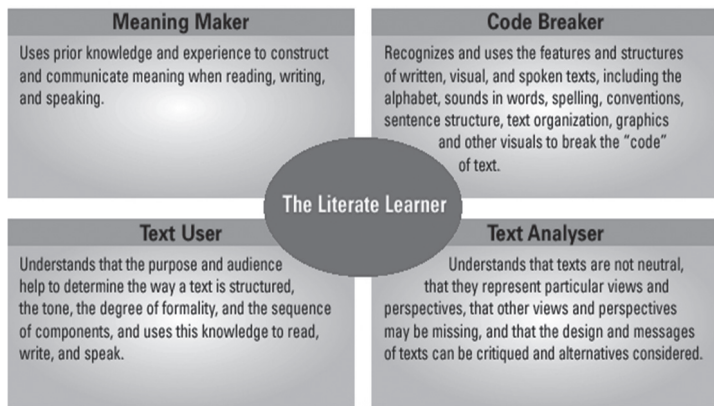
Background Information

Today's students are inundated with vast amounts of ideas and information – online, print and mass media. Rather than accepting what they read and listen to at face value, they need to become competent consumers and users of information who can interpret, evaluate and use information intelligently and responsibly. The Literacy and Numeracy Secretariat developed the webcast *Critical Literacy* to assist teachers in developing instructional practices that are relevant to and meet the needs of all students in the Information Age.

Critical literacies give students the tools they need to think deeply about *text* in their media-saturated world. In a classroom conducive to developing critical literacies, students are engaged in learning how language and texts work. They learn to question the author's intent and who the intended audience might be. Students ask: "Whose voice is missing? How might this scenario unfold if told from another perspective? What is this text trying to make me think or do?" Once students acquire a deeper understanding of language and texts, they can begin to question their own voice and point of view, leading to reflection on questions of identity and to greater sensitivity to issues of equity, fairness and social justice.

Luke and Freebody's "four resources model" offers a powerful approach to literacy instruction for today's students. The model proposes that students need to develop the following skill sets to thrive in the 21st century:

- **code breaker**
How do I crack this text? How does it work?
- **text participant**
What cultural resources can be brought to bear on the text?
What does this text mean in light of the context in which it was created and in which it is presented?
- **text user**
What do I do with this text? What are my options?
- **text analyst and critic**
What is this text trying to do to me? Who is represented?
Who is marginalized?



Based on Freebody & Lukes "four resources model" (1999).

These skill sets are not taught in a linear fashion, nor is each resource taught separately. This model is appropriate for all ages and applies to texts of all types.

Critical literacies focus on the power of language, relationships and issues of fairness. Students are encouraged to ask themselves "what now" in light of their new knowledge and understanding. Critical literacies are not taught in isolation. They provide a lens through which all else is viewed. In order for

critical literacies to develop, students need to be in a safe environment that encourages independent thinking, along with time for talk and questioning. Students need to be surrounded by interesting and thought-provoking texts of all types which present diverse perspectives and link them to the real world beyond the classroom. Students learn to assume a critical stance and begin to understand that they have the power and responsibility to make a difference.

Featured Webcast

The following suggestions are intended to stimulate thinking, professional dialogue, and action with a focus on improving achievement for all students.

An anticipation guide (Teacher Resource 1) draws on prior knowledge and stimulates thinking. It may be helpful, prior to viewing the webcast, to individually complete the anticipation guide.

If you are working with a team, you may wish to share your *before* and *after* viewing thoughts and talk about what changes occurred as a result of new information gained from the webcast segment. (Keep in mind that the ideas in the middle column of the guide are intended only to provoke discussion.)

Teacher Resource 1
Anticipation Guide

| Before viewing (Agree or disagree) | Idea | After viewing (Agree or disagree) |
|---------------------------------------|--|--------------------------------------|
| | Critical literacy development should begin in the intermediate grades (7+) when students are more cognitively developed. | |
| | Critical literacies are a set of strategies that can be applied when deconstructing texts. | |
| | Luke and Freebody's four resources model needs to be taught in distinct stages beginning with decoding. | |
| | Higher-order thinking skills and critical literacies are the same. | |

Critical Literacy Webcast Segments

What Are Critical Literacies?

Segment 1

Synopsis:

David Booth, Professor Emeritus, OISE/UT, invites the audience to join him and his colleagues for a round table discussion on critical literacies.

To deepen understanding:

- How do you define critical literacy? Jot down your definition and share it with a partner. Share definitions with your group. Create a composite list of the common ideas.
- As a group, imagine a critical literacy classroom and complete the “Looks Like, Sounds Like, Feels Like” chart (Teacher Resource 2).

Teacher Resource 2
“Looks Like, Sounds Like, Feels Like”

A critical literacy classroom...

| Looks Like | Sounds Like | Feels Like |
|---|---|---|
| groups of various numbers working collaboratively | students talking and listening to each other in a focused way | a safe and energized place where students are comfortable taking a risk |
| | | |
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| | | |

- In this webcast segment, the teacher models a critical stance by deconstructing the text as she interprets the text. What are the benefits to students of engaging in textual deconstruction?
- How would this deconstruction strategy be useful in various content areas?

Student Engagement

Segment 2

Synopsis:

Maria José Botelho, a professor at OISE/UT, begins with the statement that language and power are bound together. Students in the classroom are deconstructing texts and engaging in meaningful dialogue with their peers to discover how language works.

To deepen understanding:

- As you view the webcast, jot down what you notice about student learning and the classroom environment. Refer to the “I Noticed, This Means, So What” chart (Teacher Resource 3). If you are working in a group, share ideas around the table.

Teacher Resource 3
“I Noticed, This Means, So What?”

| I noticed ... | This means ... | So what? |
|---|---|--|
| behaviour agreements posted and signed by students and the teacher. | students collaborated in setting the tone of the classroom each student feels like they have a voice | students understand the norms and have a stake in observing them |
| texts of all types and levels of difficulty | | |
| | | |
| | | |
| | | |
| | | |

- Compare your “So What” chart (Teacher Resource 3) with the “Looks Like, Sounds Like, Feels Like” chart (Teacher Resource 2). What links exist between the ideas expressed in these two charts?
- What does the term “accountable talk” mean? What are the benefits of allowing time for talk and interaction during the instructional day?

Texts of All Types

Segment 3

Synopsis:

This segment is a discussion about using texts of all types in the classroom that link to the curriculum and the interests of students. Texts are presented as “units of meaning” that are relevant to students and the world around them. Since text types are constantly changing, students need to be able to take a critical stance regardless of the format of the text.

To deepen understanding:

- Define the term “text” in its broadest sense.
- Think about the texts that you currently use in your classroom/school.
- How are these texts relevant to the interests of your students? How do they reflect their experiences with texts outside of school?
- Explain how connections can be made between students’ literacy experiences outside of school and those that happen inside school.
- How might various texts be used to foster critical literacies?

Assessment and Instruction

Segment 4

Synopsis:

Assessment for learning is ongoing, drives instruction and should involve the student throughout the process. Teachers need to communicate to students the purpose of a lesson as well as the learning they should acquire.

To deepen understanding:

- Why is it important for the teacher to state the purpose of the lesson and the learning that students should expect prior to the lesson?
- During this interactive think-aloud, the teacher is modelling the behaviour of a proficient reader. Describe the next steps in the “gradual release of responsibility model” that would lead to students becoming competent in the independent stage of reading.
- Why is it important to involve students in the assessment process? How might a teacher involve students in the assessment process?

Loaded Language

Segment 5

Synopsis:

Marianne Prosyk, a teacher in the Toronto District School Board, conducts a lesson on “loaded language” and the power of words.

To deepen understanding:

- What are the long-term benefits of teaching students to recognize loaded language?
- As an educator, you are positioning your students’ thinking. What should you consider as you are preparing and delivering your lesson on loaded language?
- What tasks might students engage in to further develop an understanding of how language works?

High-Yield Strategies

Segment 6

Synopsis:

In the round table discussion, it is stated that dialogue contributes to the co-construction of knowledge. Students in the classroom footage use jigsaw, tableau and deconstruction techniques to analyze how various texts “position” their audiences.

To deepen understanding:

Jigsaw, tableau and deconstruction are high-yield strategies that help students comprehend complex texts.

- In what ways does the jigsaw strategy benefit students?
- How might this strategy be applied to content areas and to real-life situations?

See the sample Critical Literacy Plan (Teacher Resource 4) for ideas about how to implement some high-yield strategies in a critical literacy approach.

Critical Literacies for All Ages

Segment 7

Synopsis:

This segment focuses on the need for all individuals to continue to engage in critical thinking. In the round table discussion, David Booth states that critical literacy has to be connected to creative literacies so that our interpretations help us to build a better understanding of ourselves. This segment also discusses the four resources model.

To deepen understanding:

- Think about your understanding of the four resources model and describe what the model means to you as a teacher.
- Why do you think the need for self-reflection is emphasized as integral to the concept of critical literacies?
- In our ever-changing world, how do you ensure that your critical literacies skills continue to develop?
- How will you determine if your teaching is helping students develop their critical literacies?

You may wish to refer to Questions to Promote Critical Literacy (Teacher Resource 5) and Key Concepts of Critical Literacy (Teacher Resource 6).

After Viewing

Consider this webcast's key messages and your present teaching practices, and complete the Key Messages Organizer (Teacher Resource 7).

Teacher Resource 7 Key Messages Organizer

Consider this webcast's key messages and your present teaching practices and complete the following organizer.

| Critical Literacy Webcast – Effective Practices | My Current Practices | Implementation Challenges | Next Steps and Supports Needed |
|--|----------------------|---------------------------|-----------------------------------|
| | | | |

Additional Viewing Options

Three internationally renowned experts in the field of education, Jim Burke, Allan Luke, and Annette Woods share their views regarding critical literacies. During viewing, use the Additional Viewing Organizer (Teacher Resource 8) to record your thoughts.

Teacher Resource 8
Additional Viewing Organizer

| | Key Points | My Thoughts | Classroom Application |
|---------------|------------|-------------|-----------------------|
| Annette Woods | | | |
| Allan Luke | | | |
| Jim Burke | | | |

How to Insert a Video Clip into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast. To insert a clip into a PowerPoint follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation.

OR

Open an existing PowerPoint presentation to which you wish to add video.

3. Insert a DVD into the DVD drive of your computer.
4. If a new window pops up and asks you how you would like to view the files on the disc, choose "Open folder to view files."

OR

If a new window does not open, go to My Computer which can be accessed from the Start menu. Once the My Computer window has opened, double-click on the icon shaped like a disc, that will likely be labeled D or E.

5. Save the video segment that you would like to insert into a PowerPoint into the same folder that the PowerPoint presentation is saved in on your computer.

Video files that have been saved onto your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. On the slide that you would like to insert the video, click on Insert in the PowerPoint menu bar.
7. Under Insert, select Movies and Sounds.
8. Click on Movie from File.
9. A window will pop up which will ask you to find the video file that you would like to add.
10. Find and select the video file that you saved earlier in step 5.
11. Once you choose the video file you need, another window will pop up and ask if you want your movie to play automatically when you enter the slide or to play when it is clicked. Choose your preference.
12. You will notice that the starting image of your movie is not displayed on the slide.

How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click on the file and choose Copy.
2. Right-click within any folder that you would like to save it in, and choose Paste.

Method 2

1. Left-click on the file you would like to save, so that the file is highlighted.
2. Simultaneously press Ctrl and C (for Macintosh users, Command + C) to copy the file.
3. Left-click within any folder that you would like to save the file in, and simultaneously press “Ctrl” and “V” (for Macintosh users “Command” and “V”) to paste the file there.

For Macintosh users, the “Command” key is the one with the following symbols:  

NOTE:

All video files you would like to insert into your PowerPoint presentation must be saved in the folder containing the PowerPoint file.

If you save a PowerPoint presentation to another location (i.e., a memory stick, CD, etc.) you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise the video will not link to the PowerPoint presentation.

Note to viewers: If you wish to reproduce these instructions, please go to the Teacher Resources on the DVD.



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Printed on recycled paper
ISBN 978-1-4249-5792-7 (DVD)
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