

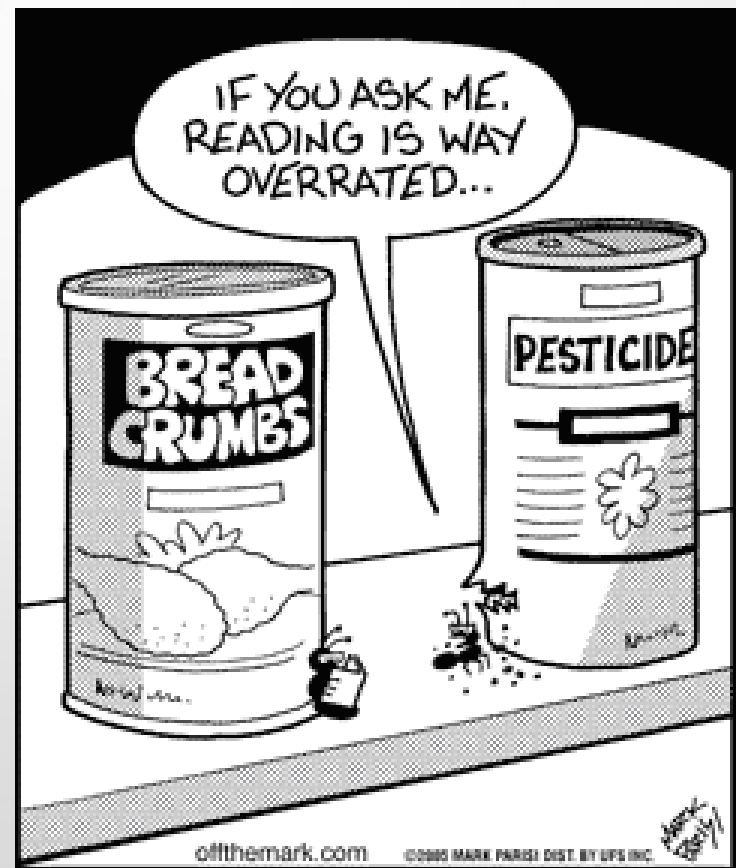


We acknowledge and thank the Coast Salish Nations of Musqueam, Tsleil-Waututh and Squamish on whose traditional territories we teach, learn and live.



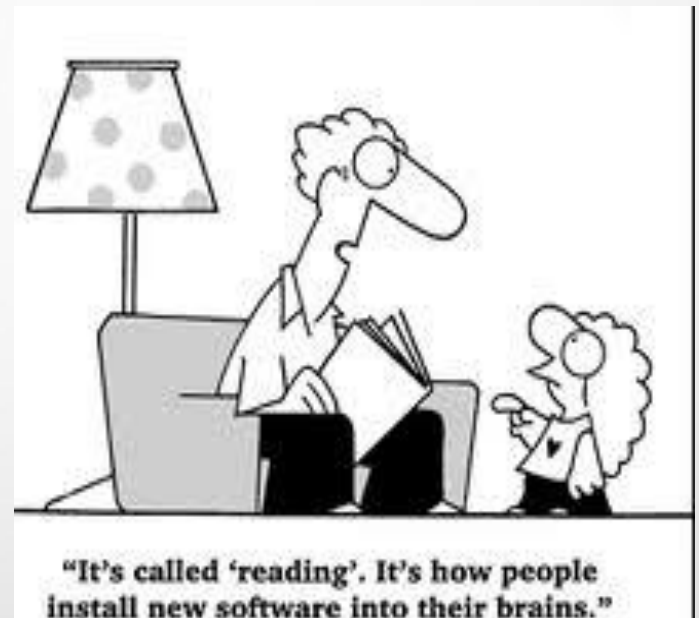
Foundations For Success

Literacy



What is Literacy?

- Definition: *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living*



What does that mean?

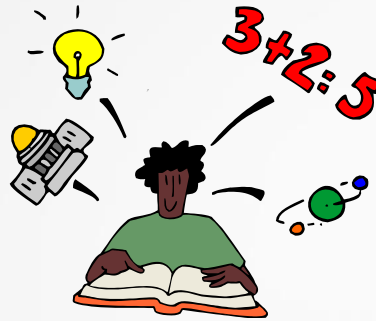
- *Literacy happens in all different subject areas and in different forms....*
- *Math:* If you have \$130 in your account and you write a cheque for \$35, what is your balance?
- *Science:* conducting an experiment and reporting the findings
- *English:* reading a novel and analysing theme, characters, setting, etc
- *Socials:* reading the text and organizing information

And????

- Literacy development occurs not only in **school** but in every aspect of **daily life**. We interact with others when we have a *conversation*. We read *maps, advertisements, newspapers, recipes, manuals and websites*. We analyze and interpret vast amount of media information. We write *poems, songs, reports, blogs, and emails*.
Literacy opens the door to the world.
- *Financial*
- *Digital*
- *Visual*
- *Physical*
- *Musical*

Reading is a Process...

- Before reading



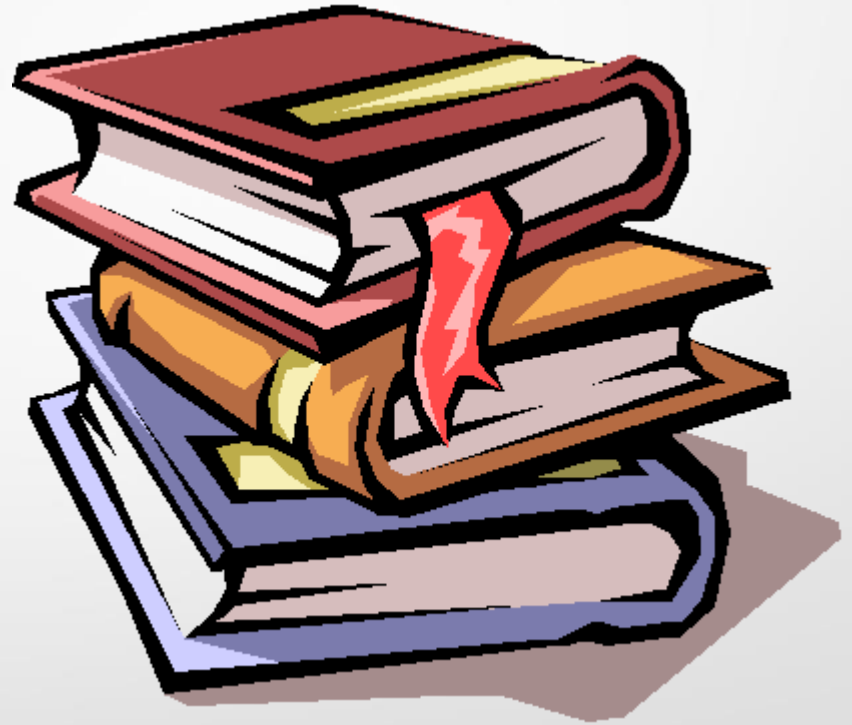
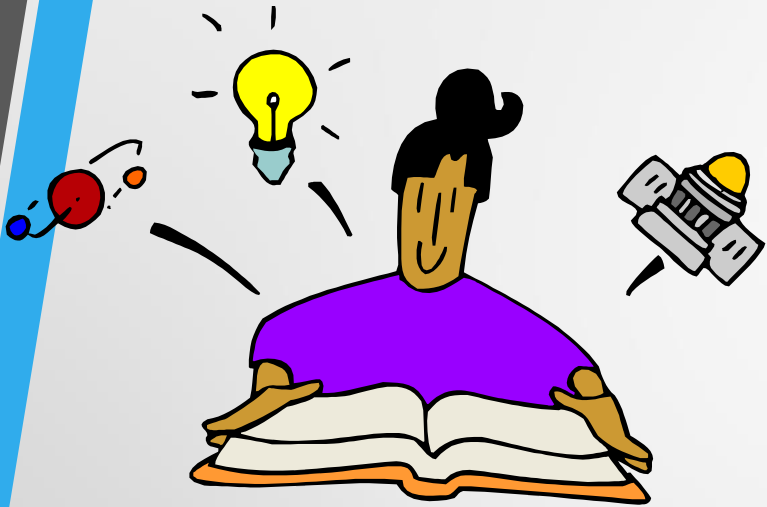
- During reading



- After reading



Before reading....



Access Prior Knowledge & Build Background Knowledge



Background knowledge and prior experience are critical to the reading process.

Students should ***connect*** what they read with what they already know.

Make Predictions



Successful readers ***relate*** their own expectations with the text to make meaning.

Predict what will be learned or what will happen.

Students ***record*** what they think will happen next. Then read the next section to ***compare*** their predictions with the actual text.

During reading...



Figure Out Unknown Words



When reading, students often come across words that are unfamiliar or unknown to them.

There are two good ways that students can learn the meaning of an unknown word:

- 1) ***Look it up*** in the dictionary/glossary.
- 2) ***Figure out*** its meaning through context clues. (Words acquire their meaning through their use in a passage.)

Figure Out Unknown Words

Seek clues in the text:

- surrounding words
- the big idea of the selection
- the sequence of events
- the character's personality

Students should ask themselves:

“Does my definition make sense in terms of what I know about the selection?”



Monitor Comprehension



Monitor Comprehension



Students should self-monitor and self-correct.

Skilled readers recognize when text does not make sense.

Use active reading strategies to clarify meaning:

- Self-Monitoring Questions
- Categorize/classify
- Five Ws (who, what, when, why, where)
- Discuss
- Reflect

Visualize

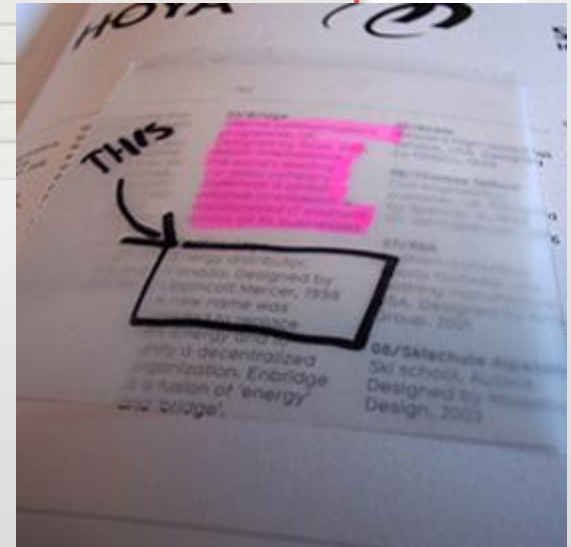
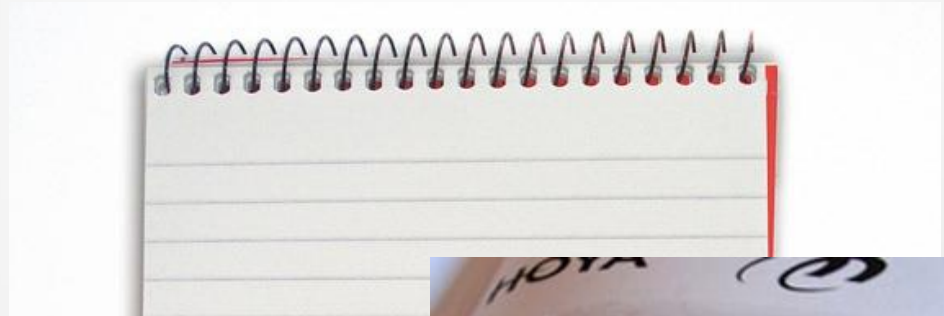
Make mental pictures.

Students should use the author's words and their own experiences to create scenes.

Reading is a construction of meaning from written text. It is an active, cognitive and affective process that involves complex thinking.



After reading...



Decide What is Important



Determine the most important ideas and events, and the relationships between them.

Students should continually analyze and evaluate text in order to establish key ideas or concepts and then make connections between them such as:

- Cause and effect
- Sequence
- Compare and contrast

Make Inferences



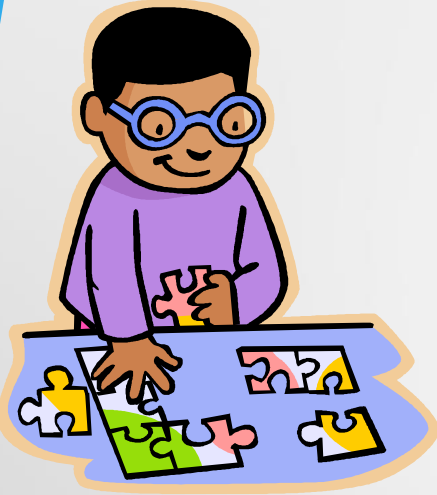
Read between the lines and draw conclusions.

Students should elaborate on ideas by evaluating information.

They should make assumptions and judgements based on their understanding.

Students need to read critically.

Synthesize Information



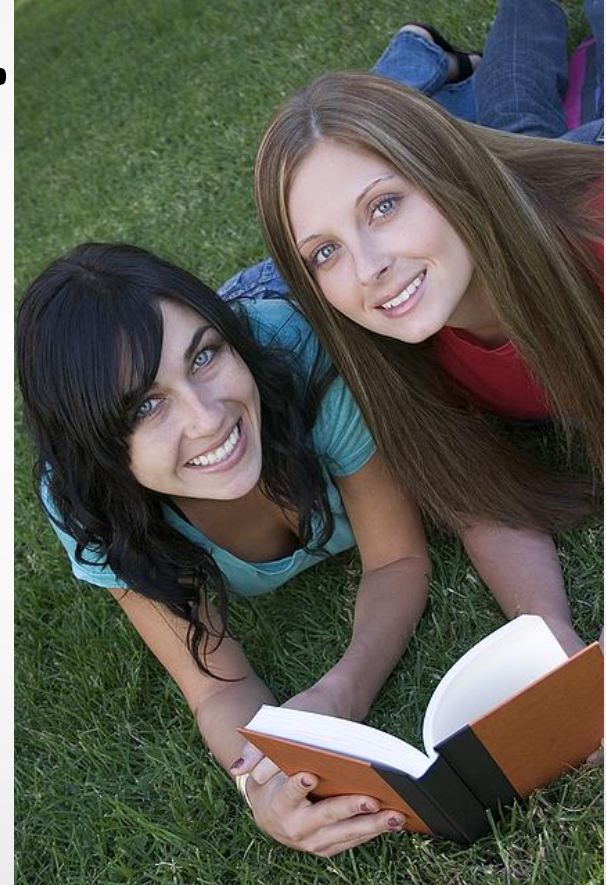
Students should synthesize key concepts.

When paraphrasing/summarizing,
students should use

THEIR OWN WORDS.

Students should reflect and respond.

Life-Long Readers...



...Life-Long Learners

Need more???

- Moscrop Website: Literacy Links (student tab)
- Success Club: After school
- Teachers
- Learning Commons
- Literacy Liaison



Information compiled from:

Reading 44 Program (North Vancouver)

Various Professional Readings