

STUDY GUIDE FOR MODULE NO. 1

UNIT I: INTRODUCTION OF KEY CONCEPTS

A. Definitions of traditional literacies

1. Traditional literacy
2. Functional literacy
3. Early literacy/emergent literacy
4. Basic literacy and skills

B. Definitions of the 21st Century literacies

The 21st century literacies and skills

1. globalization and multi-cultural literacy
2. social literacy
3. media literacy
4. financial literacy
5. cyber/ digital literacy
6. eco-literacy
7. arts and creativity literacy

C. Features of 21st century teaching and learning

D. Critical Attributes of the 21st Century Education

1. Integrated and interdisciplinary
2. Technologies and multimedia
3. Global classrooms
4. Creating/ adapting to constant personal and social change, and lifelong learning
5. Student-centered
6. 21st century skills
7. Project-based and research driven
8. Relevant, rigorous and real world

E. Basic strategies for developing literacy

1. making connections
2. visualizing
3. inferring
4. questioning
5. determining importance
6. synthesizing



MODULE OVERVIEW

Understanding the following significant concepts facilitates deeper appreciation of the indicator and helps you deliver lessons that are responsive to content knowledge and pedagogy. So, let us now acquaint ourselves with the following key concepts.

***CONTENT KNOWLEDGE.** Competencies that teachers are expected to master for them to teach efficiently and effectively.

New Literacies Study Guide

Jianjun Gao



New Literacies Study Guide:

The Complete Guide to Tutoring Struggling Readers—Mapping Interventions to Purpose and CCSS Peter J. Fisher, Ann Bates, Debra J. Gurvitz, 2014-12-04 This authoritative easy to use guide will help educators plan and implement intervention lessons for struggling readers that align with the English Language Arts Common Core State Standards All three authors run successful summer reading programs and supervise tutors who are becoming reading specialists In this comprehensive resource they offer hands on guidance for designing interventions across all grade levels provide sample tutoring plans and lessons and describe procedures for teaching print skills comprehension vocabulary fluency and study skills Including many user friendly features this book will help both new and experienced reading specialists ramp up instruction to assist all students in meeting the new standards Book Features A powerful set of field tested tutoring activities for use with individual students and small groups Student Profiles that include a matrix that matches interventions to the CCSS Sidebars with examples of how particular methods have been used with students of varying ability Discussion Questions and Things to Think About at the end of each chapter And much more If you are looking for a book that translates research and theory into practical and effective interventions for struggling readers please consider The Complete Guide to Tutoring Struggling Readers The authors have done a masterful job of guiding teachers in developing reading interventions that are authentic engaging aligned to current standards as well as the instructional needs of students and based on state of the art knowledge of reading instruction Timothy Rasinski professor of Literacy Education Kent State University This book is the outgrowth of years of developing and fine tuning tutoring models that have helped thousands of students become capable and engaged readers The authors share a deep understanding of research on literacy intervention along with a wealth of experience in translating this into effective and reflective practice The Complete Guide to Tutoring Struggling Readers is a must for every educator who works with or designs programs for struggling readers Camille Blachowicz co director The Reading Leadership Institute professor emeritus National College of Education National Louis University Peter J Fisher is a professor of education at National College of Education of National Louis University NLU Ann Bates is a literacy educator who has been a classroom teacher reading specialist and assistant professor of Reading and Language at NLU Debra J Gurvitz directs the NLU Chicago campus off site summer reading improvement program

Data Analysis, Interpretation, and Theory in Literacy Studies Research Michele Knobel, Judy Kalman, Colin Lankshear, 2020-04-17 Novice and early career researchers often have difficulty with understanding how theory data analysis and interpretation of findings hang together in a well designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results Data Analysis Interpretation and Theory in Literacy Studies Research demonstrates how to design conduct and analyze a well put together qualitative research project Using their own successful studies chapter authors spell out a problem area research question and theoretical framing carefully explaining

their choices and decisions They then show in detail how they analyzed their data and why they took this approach Finally they demonstrate how they interpreted the results of their analysis to make them meaningful in research terms Approaches include interactional sociolinguistics microethnographic discourse analysis multimodal analysis iterative coding conversation analysis and multimediated discourse analysis among others This book will appeal to beginning researchers and to literacy researchers responsible for teaching qualitative literacy studies research design at undergraduate and graduate levels Perfect for courses such as Literacy Research Seminar Introduction to Qualitative Research Advanced Research Methods Studying New Literacies and Media Research Perspectives in Literacy Discourse Analysis Advanced Qualitative Data Analysis Sociolinguistic Analysis Classroom Language Research

A Student's Guide to Education Studies Catherine A. Simon, Stephen Ward, 2019-12-05 This new edition of A Student's Guide to Education Studies is an essential resource for any undergraduate making their first explorations into the fascinating world of education It explores a wide range of alternative visions of education encouraging students to challenge the perceived notions about learning and knowledge Offering new perspectives and powerful ideas for discussion on a variety of long standing topics such as class race and gender the book is organised around five enduring themes Policy and Politics Global and Environmental Education Knowledge and Learning Childhood and Youth Professionalism and Employment With a distinctive international and global focus this new edition has been extensively updated to reflect the latest research and thinking in the field and features new chapters on The sociology of education and the philosophy of education Inclusion Childhood and youth Professionalism and work based learning Populism in politics Including summary points questions for discussion and annotated suggestions for further reading this book provides the theoretical background needed to carry out a critical analysis of education policy and practice and is an essential resource for all students of Education Studies

ESL (ELL) Literacy Instruction Lee Gunderson, Reginald Arthur D'Silva, Dennis Murphy Odo, 2013-07-31 ESL ELL Literacy Instruction provides both ESL and mainstream teachers with the background and expertise necessary to plan and implement reading programs that match the particular needs and abilities of their students Comprehensive and research based it applies current ESL and reading research and theory to practice Designed for use by pre service and in service teachers at all levels from kindergarten to adult learners it explains different models of literacy instruction from systematic phonics to whole language instruction and includes specific teaching methods within each model Multicultural issues are addressed Instructional matrices that account for the wide variations in ESL ELL student backgrounds and abilities form the pedagogical basis of the approach described in the text The matrices based on extensive research involve two easily measured variables that predict what programs and approaches will be comprehensible for learners who vary in age literacy background English ability and program needs Readers are encouraged to develop their own teaching strategies within their own instructional models

[Toward a 21st-Century School Library Media Program](#) Esther Rosenfeld, David V. Loertscher, 2007-10-15 A collection of articles written by leading experts in the

school library field that explain how school teachers librarians and administrators can work together to improve library services and meet the needs of all students

Content Area Reading and Learning Diane Lapp,James Flood,Nancy Farnan,2016-11-18 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter This book is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features in each chapter include a graphic organizer a chapter overview Think Before Think While and Think After Reading Activities which are designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions This textbook is intended as a primary text for courses on middle and high school content area literacy and learning

Critical Literacy for Information Professionals Sarah McNicol,2016-04-19 This edited collection explores critical literacy theory and provides practical guidance to how it can be taught and applied in libraries Critical literacy asks fundamental questions about our understanding of knowledge Unlike more conventional approaches to literacy and resource evaluation with critical literacy there is no single correct way to read and respond to a text or resource A commitment to equity and social justice sets critical literacy apart from many other types of literacy and links it to wider societal debates such as internationalization community cohesion and responses to disability The book provides a foundation of critical literacy theory as applied to libraries combines theory and practice to explore critical literacy in relation to different user groups and offers practical ways to introduce critical literacy approaches in libraries Contributed to by international experts from across library sectors the book covers topics including radical information literacy as an approach to critical literacy education critical literacy and mature students physical and digital disability access in libraries teaching critical literacy skills in a multicultural multilingual school community teaching media literacy developing critical literacy skills in an online environment new media and critical literacy Critical Literacy for Information Professionals also contains a series of practically focussed case studies that describe tools or approaches that librarians have used to engage users in critical literacy Drawing on examples from across library sectors including schools public libraries universities workplaces and healthcare these illustrate how critical literacy can be applied across a variety of library settings including online and new media environments Accessible to those with little knowledge of critical literacy while also introducing debates and ideas to those with more experience of the field this book will be essential reading for librarians information professionals and managers in all sectors students of library and information science school and higher

education teachers and researchers Essential Questions in Adolescent Literacy Jill Lewis, 2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5-12. These lively dialogues tackle key questions in adolescent literacy including issues of motivation, critical thinking skills, content area writing, differentiated instruction, assessment, English language learning and technology. Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities. In-depth portraits of challenges and successes in the classroom, practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers.

Handbook of Research on Reading Comprehension, Second Edition
Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to: 1. historical perspectives useful for laying the foundation of study on reading comprehension; 2. theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition; 3. excellent chapters on various elements of reading comprehension including major research studies in assessment, cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations; and 4. identification of future research needs to help raise important questions and stimulate possible hypotheses for future research.

School-Based Interventions For Struggling Readers, K-8
Evan Ortlieb, Earl H. Cheek Jr, 2013-06-06 The volume highlights best practices of literacy instruction for students who have difficulties in reading. From components of effective pedagogy to instruction for specific populations, this text offers an array of expert perspectives on how to engage, scaffold and prepare students to meet the multimodal demands of schools today.

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