

# **LITERACY STRATEGIES**

## **PART 1: YEAR 3-8**

# Presentation Outline

- ❖ Understanding the Outcomes in Literacy
- ❖ *Essay Writing*
- ❖ Assessment for Learning

# **Understanding the Outcomes in Literacy**

- In order to understand the outcomes in Literacy and improve the quality of teaching, let's go through the set of notes compiled for you.

# Essay Writing

- *Essay Writing* seems to be one of the most hated and neglected topics in schools.
- Do your students show interest in writing essays?
- Have you ever taught your students how to write essays?
- Or have you only assessed your students' essays without even teaching anything about it?
- Do you give your students essays to write or do you simply give already written essays to your students on the board to copy nicely in their books?

# **Essay Writing**

- Although essay writing is not tested in LANA, it is still covered in the literacy strategies as it is a very important aspect of literacy and at the same time has a lot of weighting in internal and external examinations.
- Now we'll take a look at how essay writing should be taught and assessed in schools.

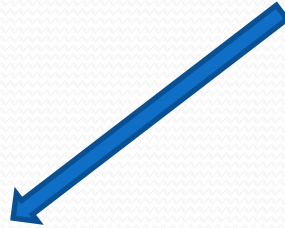
# **Four stages in Essay Writing**

***1. Establishes the social purpose for that genre***

***2. Deconstructing texts***

***3. Joint construction of texts***

***4. Independent construction of texts***



# Four stages in Essay Writing

1. Establish the social purpose of the genre with the students (why do we read or write in this genre in real life)
2. Deconstructing the text (analyse the text for text structure and language features)
3. Join construction of the text (teacher models how to write this genre with students contributing ideas and check text structure and language features)
4. Independent construction of text

## (4)Independent construction of the text

- Students can construct story in pairs – plan for the story and the draft
- T to give them feedback on what they did well and how to improve
- In pairs or individuals they can write their own
- Allow students to edit and proof read their own work
- T can do the final editing and proof reading with students
- Students to write up final copy in book and newsprint and have it displayed

## ***Four stages in Essay Writing***

1. *Establishes the social purpose for that genre*

2. *Deconstructing texts*

## ***Scaffolding to support students' learning***

Teacher:

- reads or tells the students an example of the genre
- asks why we use that text
- helps students identify real life examples of the genre.

Teacher:

- displays a sample of the genre that shows text structures and language features
- goes through the text with students identifying the text structure and language features
- leaves the sample on display in the classroom as a model for reference each day.

## Four stages in Essay Writing

### 3. *Joint construction of texts*

## Scaffolding to support students' learning


Teacher models writing the genre, working with students to:

- select a topic
- show pre-writing /planning strategies
- think out loud, saying why he/she is using particular words or phrases
- self correct, explaining why he/she is changing the original idea or wording
- check their draft against the text structure and language features of the model
- demonstrate editing and proof reading processes.

### 4. *Independent construction of texts*

Students:

- work in partners to plan and draft their first text
- check their draft against the text structure and language features in the model
- plan, draft, proof read and edit the genre independently.

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- Different Genres /or different types of writings
  - its purpose
  - text types and
  - language features.

Genre and Purpose	Examples	Text structure	Language features
<u><b>Narratives</b></u> Purpose is to entertain	<ul style="list-style-type: none"> <li>•Stories</li> <li>• fables, myths</li> <li>•legends</li> <li>•fairy tales</li> <li>• some plays and poems</li> </ul>	<ul style="list-style-type: none"> <li>•Orientation</li> <li>•Complication (includes a problem)</li> <li>•Resolution</li> </ul>	<ul style="list-style-type: none"> <li>•Past tense</li> <li>•Nouns, adjectives, action verbs and time connectives</li> </ul>
<u><b>Procedures</b></u> Purpose is to give instructions on how to make or do something	<ul style="list-style-type: none"> <li>•Recipes, instruction manuals, science experiments, some art and craft books</li> </ul>	<ul style="list-style-type: none"> <li>•Goals</li> <li>•Materials</li> <li>•Method</li> </ul>	<ul style="list-style-type: none"> <li>•Present tense</li> <li>•Some technical words</li> <li>•Linking words eg next, after</li> </ul>

# Example of a narrative or story

## A Fishing Trip

Orientation

Last Saturday, Samu went fishing.

He packed his fishing gear and went out to the deep sea in his small boat.

Complication

While fishing, the weather changed.

Suddenly, a huge wave came and

capsized his boat. Samu was so

frightened that he shouted,

“Help! Help!” Luckily, a big dolphin

Resolution

came and took Samu to the shore.

Samu was so happy to be alive.

past tense

Nouns

action verbs

time connectives

adjectives

Genre and Purpose	Examples	Text structure	Language features
<u>Recounts</u> Purpose is to retell events	Newspaper articles, diaries, letters, biographies	Orientation Series of events in the order in which they happened Re-orientation (optional)	Past tense Action verbs Specific participants (people and things) Sometimes includes a personal reflection
<u>Reports</u> Purpose is to classify and describe a class of things	Reports in other subjects (e.g. Science: Green plants or mammals)	Generalisation/ classification Descriptive paragraphs Summary ( optional)	Present tense Subject- specific Formal vocabulary Impersonal tone Formal language Generalised participants (use of plurals)
<u>Exposition</u> To present a point of view on an issue and justify it	Letters to the editor, expository essays	Introduction Body Conclusion (refer to next pg. for more information)	Present tense Evaluative language Thinking verbs Generalised nouns Conjunctions to link ideas (refer to next pg.)

# Expository Essay (cont.)

## ● Text Structure

- The text structure of an expository essay includes:
  - ❖ Introduction
  - ❖ Body
  - ❖ Conclusion

Now the next question, is what exactly goes in the introduction, body and conclusion?

# What exactly goes in the introduction?

- i) **General statement** (this can also include definition of key words/terms if needed)
  - ii) **Argument** /thesis statement (mention the rate/state/condition of the issue in your country or simply you make a claim here which you'll try to prove in the essay)
  - iii) **Scope** (state what the essay is going to discuss)
- For example, if the topic is ***Poverty***, *this is how you can organise your essay.*

# **TOPIC : Poverty**

- **Paragraph 1 – Introduction**

Poverty is the state of being poor or having the family income less than ten thousand dollars per year. In Fiji, the majority of the people live below poverty line. This essay shall discuss the causes of poverty in Fiji and the ways to control it.

# **TOPIC : Poverty**

- **Paragraph 2 – Discuss one cause of poverty in this order**
  - i. Topic sentence
  - ii. Explain and elaborate your topic
  - iii. Justify /support your argument using statistics and /or examples
  - iv. Sum up the paragraph

# **TOPIC : Poverty**

- **Paragraph 3 – Discuss another cause of poverty in the same manner i.e.**

- i. Topic sentence
- ii. Explain and elaborate your topic
- iii. Justify /support your argument using statistics and /or examples
- iv. Sum up the paragraph

- **Paragraph 4 – Discuss the solution(s) or way(s) poverty can be reduced in the same manner**

# **TOPIC : Poverty**

- **Paragraph 5 – Conclusion – sum up the whole essay in two sentences**
- **Conclusion includes:**
  - i) **Summary of scope**
  - ii) **Reiterate the thesis that Fiji really has many people living in poverty.**

# Language Features

- Present tense
- Generalized nouns
- Linking words to link ideas, sentences and paragraphs
- Formal words
- No personal pronouns unless it is very important
- No abbreviations, acronyms, symbols, signs and short forms are allowed such as USP, FIRCA, \$, &, etc, @, e.g., %
- No contracted words are allowed such as wouldn't, won't but use long forms only.

# Assessment for Learning

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graph TD; A([Assessment for Learning]) --> B([• Assessment for learning is also known as formative assessment  
• it occurs as a natural part of the teaching and learning cycle.]); A --> C([Here,  
• Teachers monitor students' learning while they are learning, not at the end of a unit of work or at the end of a term. As a result  
• Students receive immediate feedback on what they are doing well and how to improve.]);
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- *Assessment for learning is also known as formative assessment*
- *it occurs as a natural part of the teaching and learning cycle.*

- Here,
- *Teachers monitor students' learning while they are learning, not at the end of a unit of work or at the end of a term. As a result*
  - *Students receive immediate feedback on what they are doing well and how to improve.*

# When conducting assessment for learning, you can use various Assessment methods

*1<sup>st</sup> you can do*  
**Observation of students (eg rehearsing for oral presentations)**

The Analysis of students' written products (e.g. analysis of students' draft writing tasks should also provide useful information on how students' can improve their learning.

Use a combination of assessment methods so that all students have the opportunity to demonstrate what they know (concepts and understanding) and what they can do (skills). For e.g. in a music test if you only ask a child to write some definitions of musical instruments, you are not assessing the true ability of a child. However, if you also ask a child to play a musical instrument or compose or sing a song you are providing opportunity to the child to demonstrate what he/she knows and can do.

2ndly, Talking to students (conferencing) while they are learning (eg talking to groups of students about their understanding of books they have read or listening to students presenting book reviews).

**Tests (e.g. spelling tests) are important to find out how much the students have understood what you had taught.**

## REMEMBER

Make the assessment criteria explicit to the students

If students did not do well

- re-teach the concepts,
- perhaps the students need more time to practise the skills.
- work with small groups of students who need help

**Focus on a few students each day and, over time, you can build up evidence of learning for all of the students in your class.**

**Give students ongoing feedback about what they did well and how to improve.**

# **CONCLUSION**

- Considering the situation our students are at, it is unprofessional for teachers not to engage in intervention.
- Every teacher should therefore consider intervention as a compulsory part of their teaching.
- Teachers need development in this area. That's why in the next video, you'll will get a thorough training on how to use synthetic phonics as a strategy or intervention programme to help students read and write independently.

***Not knowing what to do is excusable but not doing what one knows is inexcusable***