Success in Literacy

PARENT INFORMATION SESSION

12TH MARCH 2015
Success in Literacy

Today you will:

- be given 10 literacy deficiencies that the school has identified
- view an assessment task and criteria sheet and learn how to access the important information
- meet support staff and be presented with strategies they use to help students with their literacy.
Literacy deficiencies

1. Identify the purpose of a paragraph
2. Identify the purpose of a text
3. Locate directly stated information in a text
4. Make connections across a text
5. Summarise information
6. Identify the relationship between text and image
7. Identify the purpose of a word
8. Identify the motivation of a character
9. Interpret a language device
10. Use evidence to identify an inferred meaning
Skippy was hugely popular throughout the world. The United States and Canada couldn’t get enough of our Skippy. The show was dubbed into Spanish, *Skippy el canguro*, and was distributed to most Spanish-speaking countries, including Cuba and Spain, where it became a hit. However, in Sweden the show was forbidden because psychologists feared the show would mislead children into believing animals could do things they actually could not.

The words *Skippy el canguro* are

- a Spanish translation of the show’s title.
- the title of a similar show in Spain.
- a title of one episode of the show.
- Spanish words used to review the show.

National % correct = 89.4%

School % correct = 74.7%
Example – *Duyfken*

To commemorate such an important event in Australia’s maritime history, the *Duyfken* 1606 Replica Foundation was set up in 1993. The Foundation raised $3.7 million to build a full-size replica of the *Duyfken* with money coming from private donors as well as the governments of the Netherlands, Australia, Western Australia and Queensland. Constructed using materials and building methods similar to the original, the replica took six years to complete. Enthusiastic volunteers donated their time and skills.

How long did it take to build the *Duyfken* replica?

- 1 year
- 6 years
- 150 years
- 400 years

National % correct = 87.1%

School % correct = 74.3%
The first Dutch ship to arrive was the *Duyfken* in 1606, more than 150 years earlier than Cook’s *Endeavour*. The Dutch sailors landed on the west coast of Cape York and were the first Europeans to have contact with the Aboriginal people of the area. The captain of the *Duyfken* made the first known map of a section of the Australian coastline.

On its maiden voyage, the *Duyfken* replica left Fremantle and re-enacted a part of the voyage of the original ship, sailing to the Gulf of Carpentaria in northern Australia. Twelve months after this trip, it sailed from Australia to the Netherlands.

Where did the *Duyfken* replica begin its first trip?

- [ ] the Netherlands
- [x] Fremantle
- [ ] Cape York
- [ ] Sydney

**National % correct = 56.1%**

**School % correct = 27.6%**
Example – Weeds

If I can yank them out. That’s another reason I love them: they’re so tough. Or weak, depending on how you look at it. They either cling relentlessly to the earth, or snap off just above the ground so that their roots are no longer accessible. Very smart. And boy, do they know how to protect themselves, hiding amongst the tangled stems and roots of bigger plants so that even the most determined hands can’t squeeze in far enough to grab them. It can take several hours to do my job. If I didn’t admire weeds so much, I’d detest them.

And boy, do they know how to protect themselves …

Why does the writer use the word boy?

- to explain his point
- to emphasise his point
- to soften his argument
- to address the reader personally

National % correct = 62.6%

School % correct = 48.6%
Example – RSPCA website (RSPCA opposes croc hunting in NT)

“This is nothing more than killing animals for entertainment and there is no justification for that. The culling of saltwater crocodiles should be firmly in the hands of trained and competent professionals, not tourists whose only aim is to bag another trophy to show-off back home.”

In the third paragraph, firmly could be replaced with

- stiffly.
- steadily.
- strongly.
- securely.

National % correct = 49.6%

School % correct = 33.9%
Reading a task sheet
The purpose of the assessment is closely linked to its context. Actually, the context includes the purpose. But, the context also includes all those other things that tell us about the reasons for the assessment, and the things that students will need to consider when they are planning their assessment.

Year 9 English

Assessment task 1: Australian identity and representations

**Context:** In this unit you have listened to, read and viewed literary and non-literary texts featuring different representations of Australia’s peoples, histories and cultures. You have learned how symbols, text structures and language and visual features of texts are designed to appeal to audiences and create an Australian identity.

**Your task:** You are to watch an audio visual advertisement launched by Tourism Australia (2006) and write an oral outlining how the advertisement represents Australia, supporting your answer with examples from the ad. Consider and examine the stereotypes, icons, visual features (visual codes: objects, style, location, movement, sound, language, symbols, text) and other visual cues in the ad.
Key information regarding due dates and the way students are expected to deliver the task (written, spoken etc.)

Students need to have a clear understanding of the purpose, so that they can ensure they’re meeting the task.

It is important to make sure students are writing for their intended audience, as this will guide their writing and language choices.

The conditions or circumstances in which the task must be completed
Your task: You are to watch an audio visual advertisement launched by Tourism Australia (2006) and write an oral outlining how the advertisement represents Australia, supporting your answer with examples from the ad. Consider and examine the stereotypes, icons, visual features (visual codes: objects, style, colour, symbols etc.), and the attitudes, values and beliefs within the advertisement.

You will present this oral in front of your teacher and class; remember that you are being marked on both the content of your speech and your oral presentation skills.

Outlines the task. The task is usually written in a sequence of different steps students will have to follow to successfully complete the task.

So what do students have to do?
What is a criteria sheet?

The term ‘criterion’ means standard. The plural of this word is ‘criteria’. These sheets therefore outline the standards against which teachers mark assignments.

This enables the teachers to mark all of the assignments in the same way and also give students some clear feedback on what they can do to improve their work.
Where do we get the criteria from?

- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year.
- **Receptive modes** (listening, reading and viewing)
- **Productive modes** (speaking, writing and creating)

What students need to **know** and what students need to be able to **do** (to demonstrate their knowledge)

Individual categories relating to how students will demonstrate what they know and what they can do
The criteria students need to meet to be awarded a certain grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and skills dimensions</td>
<td>Discerning analysis, evaluation and synthesis of the ways texts represent different viewpoints and perspectives on events, people, situations and issues</td>
</tr>
<tr>
<td>Receptive modes</td>
<td>Discerning analysis of how language and textual features achieve different purposes and effects</td>
</tr>
<tr>
<td>Language features</td>
<td>Discerning use of text structures to achieve different purposes and effects</td>
</tr>
</tbody>
</table>
| Text structures | Discerning use of a variety of textual and language features to achieve different purposes and effects:  
  - written features  
  - spoken/signed features  
  - non-verbal features  
  - visual features  
| Productive modes | Discerning use of a range of grammatical structures and vocabulary to achieve different purposes and effects |
| Evidence of speaking, writing and creating | Language features |
The *English* Syllabus states that ‘students will learn to interpret, analyse, evaluate, respond to and create a wide range of texts through reading, listening, viewing, speaking, writing and designing’ so that they can become ‘literate citizens’ who can ‘interpret, respond to and create face-to-face, written, spoken/signed, visual and nonverbal and auditory texts communicated through a range of mediums.’
English tasks

- Oral presentations
- Essays (analytical)
- Essays in exam conditions
- Reading comprehension
- Drama performances
- Narratives
- Scripts