Learning to Learn

A Living Resource for Literacy Practitioners and Adult Educators

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Nunavumi Taigualiakhaiyut Katimayiit
Nunavut Literacy Council
Le Conseil d'alphabétisation du Nunavut

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A Living Resource for
Literacy Practitioners and Adult Educators

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Introduction – Learning to Learn

Learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information.

Learning is an active process of creating meaning from different experiences. People learn best by trying to make sense of something on their own, by constructing their own knowledge instead of having someone else construct it for them. The way people process information from their environment depends on many factors including their past experiences and knowledge, their culture, their current life situation, their preferred ways of learning and their perceptions of their own strengths. Knowledge cannot be directly transmitted from an instructor to a learner in predictable ways.

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In order to facilitate learners' construction of knowledge, instructors need to encourage learners to be very active in all of their learning experiences. Learning activities should be opportunities for learner investigation and discovery. Building reasoning and thinking skills and awareness of learning processes are more important to learners' development than memorizing facts or getting a 'right answer'. Teaching knowledge and teaching how to learn are not separate matters; course content is closely linked to how learners think about the knowledge presented. Learning and thinking skills need to be built into every course. The role of the instructor is to act as a guide or facilitator in the learners' path of discovery, both discovery of knowledge and self-discovery.

In *Learning to Learn* we present some tools that instructors and learners can use to facilitate the process of discovery. The material we present here is just a sampling of the information on learning to learn that is available to educators and learners. Those who are interested will want to explore some of the resources we have listed throughout the manual. *Learning to Learn* is divided into the following sections:

Recognizing Differences

This section includes information on differences that affect learning and a sampling of tools that raise awareness of individual differences.

Learning and Teaching Strategies

Learning strategies are also teaching strategies. In this section we offer strategies for developing literacy and critical thinking skills and self awareness about learning.

Other Places to Find Information

This section lists and describes resources related to literacy and adult learning.

Learning to Learn is a ´living document´. The Nunavut Literacy Council will continue to research and write additional content for this manual. Additional content will be based on feedback from literacy practitioners, educators and other literacy stakeholders in Nunavut. We welcome feedback and encourage everyone to assist us in making this manual useful for both educators and learners.

What Does Research Say About Learning?[1]

Research Findings	*Instructional Implications*
• "Intelligence is not a static reality that is fixed at birth. It is a dynamic, ever-growing, changing reality throughout one's life. Intelligence can be improved, expanded and amplified" (Lazear, 1991, 189; Harman and Rheingold, 1985; Feuerstein, 1980).	• Recognize that all students can learn and facilitate the growth of every student in the classroom, not only the most capable.
• Students learn in radically different ways, and intelligence is multifaceted and complex (Gardner, 1983; Armstrong, 1994; Lazear, 1991; Guilford, 1979).	• Design learning experiences to accommodate students with various styles of learning and various forms of intelligence.
• "The mind operates through various cognitive patterns which can be improved, amplified and changed through the explicit teaching of thinking skills and cognitive processes" (Lazear, 1991, 191; Beyer, 1987; Costa, 1984; Fogarty and Bellanca, 1986).	• Teach thinking and learning strategies explicitly to enhance every student's possibility for success.
• Information is stored in a natural hierarchy in the brain, with highly generalized concepts followed by less inclusive concepts, and finally by specific facts and details (Ausubel, 1978).	• Help students develop a conceptual framework for retaining facts by painting the big picture first.
• Learning about how we learn and thinking about how we think (metacognition) can accelerate learning and can significantly increase the levels of transfer of learning beyond the teaching/learning situation into life (Lazear, 1991, 191; Costa, 1984; Fogarty and Bellanca, 1986).	• Help students become experts on their own thinking and learning processes.

[1] From *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Youth, 1996.

Research Findings	*Instructional Implications*
• Students in cooperative learning classrooms perform better academically and develop stronger scholastic aspirations and more positive social behaviour (Johnson and Johnson, 1989, based on an analysis of studies).	• Facilitate cooperative learning experiences for students.
• Attitudes and perceptions play a fundamental role in the learning process. A student's perception that he or she is a poor learner overrides natural ability and previous learning (Silver and Marshall, 1990).	• Foster a positive, affirming climate in the classroom and help students develop cognitive self-esteem.

Recognizing Differences

Introduction – Recognizing Differences

Learning about how we learn and how we think helps us take control of our learning.

The most critical element for learners' success in literacy and other educational programs is an understanding of learning and thinking processes. In order to take control of their learning, learners need to know…

- how people learn;
- how different people approach learning tasks in different ways;
- what learning strategies and activities work best for them;
- how to adapt their abilities for tasks that are not their strengths;
- what social, political or psychological barriers may affect their learning;
- how culture influences their learning; and
- how to determine personal learning goals.

Awareness of thinking and learning processes allows learners to be independent and to monitor and enhance their own learning.

Awareness of thinking and learning processes allows learners to be independent and to monitor and enhance their own learning. The world is changing very rapidly. It is a challenge for educators to help learners acquire knowledge that will continue to be useful to them. An understanding of oneself, of ways of learning, thinking and knowing, and of the strategies that help one succeed is essential in all aspects of a person's life.

Research has shown that students with learning disabilities who do well in post-secondary programs are those who are aware of themselves as learners. They are able to adopt learning strategies that work well for them based on knowledge of their strengths and weaknesses. There is no doubt that all students can benefit from increased understanding of their own learning and thinking patterns.

Learner Orientation

Introduce learners to the idea of becoming aware of their own thinking and learning during an orientation week at the beginning of a program.

It is important to begin talking explicitly about thinking and learning from the beginning of an educational program and to continue to give learners opportunities to increase their self-awareness throughout the program. One way of approaching this is to begin the program with an orientation week. Use that time to introduce learners to the idea of becoming aware of their own thinking and learning. Set the stage for learners to think, talk and write about their thinking and learning processes throughout the program. Here are some ideas for activities to include in an orientation:

- Group building activities
- Goal setting
- Discussions of people's expectations for the program
- Personality, learning styles, multiple intelligence inventories
- Discussion of past school experiences and analysis of how they affect learning now
- Skills, knowledge, talents and past experience inventories
- Assessments – reading, writing, math
- An introduction to learning and thinking theories
- Cooperative learning exercises
- Discussions of values and beliefs
- Developing a group code of conduct together

Many learners who have not had positive school experiences come to literacy programs focusing on their lack of skills and their weaknesses. Use the orientation week to raise awareness of the diversity of experiences and knowledge that adult learners bring to a program. Focus on strengths, so learners don't focus on deficits. Literacy is only one skill among many needed for a full and productive life.

There are many different approaches to 'recognizing differences'. In this manual we have concentrated on only some of the differences that affect learning. We present self-evaluation tools for Learning Styles, Multiple Intelligences and Learning Environment (see the "Other Places to Find Information" section for more resources).

Multiple Intelligences

Everyone has at least eight ways of being 'smart'.

We all know that some people are good at some things, like hockey, baseball and running fast, while other people are good at reading, writing and math, and others are good at fixing skidoos, hunting and fishing.

In the past, schools have not always recognized that different children have different strengths. Schools value reading, writing, math and other school subjects. Those who do well at school subjects are considered 'smart'. Children who are good at other skills have less opportunity to show their strengths and be recognized for them.

Traditionally in schools, intelligence has been looked at in the narrowest sense – language and mathematical abilities are valued most.

In literacy programs for adults there is an opportunity to work beyond this limited idea of being 'smart'. Adults need chances to become aware of and develop their strengths. Multiple Intelligences Theory is a way of looking at people's abilities. Take time to explore these ideas with a literacy group near the beginning of the program.

What is Multiple Intelligences Theory?

Multiple Intelligences Theory identifies eight ways in which people can be 'smart'. Traditionally in schools, intelligence has been looked at in the narrowest sense – language and mathematical abilities are valued most. Dr. Howard Gardner and others believe that intelligence is much broader than that…

> "There is not one general intelligence. Instead, all human beings have at least eight ways of knowing (intelligences) and interacting with the world. Each intelligence functions independently, but most activities that we perform involve a blend of the intelligences. Different cultures tend to value certain intelligences over others, based on the needs of that society." *Howard Gardner*

What are the Different Ways of Being 'Smart'?

Word Smart: Verbal/Linguistic – The ability to use language well both orally and in writing. These people may be good at humour, storytelling, creative writing and may enjoy reading.

Number Smart: Logical/Mathematical – The ability to use numbers and reason well. Such people are good at figuring things out and solving problems.

Picture Smart: Visual/Spatial Intelligence – The ability to create pictures in the mind. Deals with such things as the visual arts, navigation, map-making, and architecture. These people may have good imaginations, be good artists or be good at traveling on the land and noticing landmarks.

Body Smart: Bodily/Kinesthetic Intelligence – The ability to use the body to express emotion as in dance, body language, and sports. The ability to learn by doing. Such people are good at things like sports, dance, building things and at working with their hands. They are likely to have good body control and coordination.

Music Smart: Musical/Rhythmic Intelligence – The ability to recognize rhythm, pitch, and melody, sensitivity to sounds such as the human voice and musical instruments. Such people like things like singing, playing musical instruments, drumming, writing songs, dancing and performing.

Nature Smart: Naturalist Intelligence – The ability to read the land and the weather, to recognize plants, animals, stars, clouds or rocks and other things relating to the natural environment. Such people may like being out on the land – hunting, hiking, camping, fishing, prospecting or digging for fossils. They may use plants or other parts of nature for healing. They may have a strong sense of harmony with the natural environment and find peace on the land.

People Smart: Interpersonal Intelligence – The ability to work cooperatively in a group, as well as the ability to communicate, verbally and non-verbally, with other people. These people are also good at sharing their opinion, and they show that they understand the opinions, motivations and feelings of others.

Self Smart: Intrapersonal Intelligence – The ability to know about and understand yourself and recognize how you are the same as or different from others. People highly developed in this intelligence are good at understanding other people's feelings, using their intuition, focusing and concentrating, and thinking things through. Spiritual matters may be very important to them.

This is Howard Gardner's list of intelligences, but he says it's very possible that there are more than eight different ways of being 'smart'.

Why is it Important to be Aware of Multiple Intelligences in Literacy Projects or Classrooms?

- To help learners see that they have strengths
- To help program facilitators identify the learners' strengths
- To help develop a well balanced self – to encourage people to use each type of intelligence
- To help parents in literacy programs to see that their own children have strengths and to learn how to help them develop in a balanced way
- To encourage society to see and value the individual strengths of each person – not just the people who graduate from high school and get good jobs

Important Points to Remember About Multiple Intelligences:

- Everyone has all eight intelligences.
- Intelligence can be taught.
- Everyone is stronger in some intelligences than in others.
- Everyone has some weak areas.
- Weaknesses can be strengthened.
- Each person has a unique brain.

How Can We Use Multiple Intelligences Theory in Literacy Programs?

- Use Multiple Intelligences Theory as a tool to help students develop a better understanding and appreciation of their own strengths and learning preferences.
- Use Multiple Intelligences Theory to see adult learners for the intelligences they have, instead of focusing on what they can't do well.
- When working on a project in the literacy program, allow people to choose to work in their areas of strength. But find ways for them to try new things and develop all their intelligences.
- Raise awareness of different ways to pass on knowledge: descriptive writing, map drawing, art or sewing, creation of a play or skit, demonstration of a skill, making a timeline, song writing and retelling. The whole group can work on the same project, but each learner can express him or herself in ways that develop individual strengths.
- Literacy facilitators don't have to teach to specific intelligences or to match intelligences with specific activities. If learners are encouraged to make their own decisions, they will be able to use their preferred ways of learning to communicate the information they learn to others. It often takes time, modeling of strategies, support as they try new approaches and lots of practice for learners to feel comfortable making choices for themselves in a formal education program.

Multiple Intelligence Resources:

- ***Frames of Mind: The Theory of Multiple Intelligences*** by Howard Gardner, New York: Basic, 1983 – This is the first book published by the creator of Multiple Intelligences Theory.
- ***7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*** by Thomas Armstrong, New York: Plume, 1993 – This self-help book for adult students includes checklists for identifying multiple intelligences, exercises and tips for developing them, and ideas on using intelligences to overcome learning difficulties, improve relationships and work satisfaction.
- ***Adult Multiple Intelligences Research Study*** – http://pzweb.harvard.edu/ami. This website describes and publishes research about adult learning and Multiple Intelligences (MI) "How can MI theory support instruction and assessment in Adult Basic Education (ABE)?" is the question educators at Harvard University are trying to understand through this research. This web site also has a list of MI adult teaching resources and links to other web sites.
- ***Concept to Classroom*** – www.thirteen.org/edonline/concept2class/index.html. Find answers to frequently asked questions about the theory of Multiple Intelligences such "How does this theory differ from the traditional view of intelligence?" This site also lists many MI resources – books, videos and articles.

What are My Learning Strengths?[1] – A Multiple Intelligences Inventory

Research shows that all human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to develop and strengthen the other intelligences that you do not use as often.

Put a check ✓ in the box beside the statement that applies to you.

	Word Smart		*Number Smart*
	I enjoy telling stories and jokes.		I really enjoy math.
	I have a good memory for names, details, places and trivia.		I like logical math puzzles or brain teasers.
	I enjoy word games (e.g. Scrabble and puzzles).		I enjoy math and science activities.
	I enjoy reading books.		I enjoy putting things in a specific order or categories.
	I am a good speller (most of the time).		I like to find out how things work.
	I enjoy listening to others when they speak.		I find computers interesting.
	I like talking and writing about my ideas.		I love playing chess, checkers or Monopoly.
	I have a good vocabulary.		In an argument, I try to find a fair and logical solution.
	If I have to memorize something, I create a rhyme or saying to help me remember.		If something breaks, I look at the pieces and try to figure out how it works.
	If something doesn't work, I read the instruction book to try to fix it.		I prefer to read and create information in charts and graphs rather than words.
	I enjoy writing.		

[1] Charts are adapted from *What's Your Learning Style?* at LdPride.net. Retrieved from http://www.ldpride.net/learning_style.html September 4, 2004.

	Picture Smart		Body Smart
	I prefer a map to written directions.		I like and do well at sports.
	I daydream a lot.		I enjoy activities such as woodworking, sewing and fixing a skidoo or ATV.
	I enjoy hobbies such as art, drawing, carving and photography.		I like to handle things I see.
	I like to build three dimensional structures.		I have trouble sitting still for long periods of time.
	If I have to memorize something I draw a diagram to help me remember.		I use a lot of body movements when talking.
	I like to doodle on paper whenever I can.		I'm good at imitating other people.
	I read maps, charts and diagrams more easily than text.		I tend to move, twitch, tap and fidget when seated for a long period of time.
	I like to view movies and other visual representations.		I'm quite often moving – spinning in my chair or wrestling with my friends.
	If something breaks I tend to study the diagram to fix it.		I love to take things apart and put them back together.
	I enjoy doing mazes and puzzles.		I am good at crafts or mechanics.

	Music Smart		*People Smart*
	I enjoy listening to CD's and the radio.		I get along well with others.
	I tend to hum to myself when working.		I like to belong to clubs and organizations.
	I like to sing.		I have several very close friends.
	I play a musical instrument.		I enjoy informally teaching others.
	I like to have music playing when doing something else.		I'm street smart.
	I am sensitive to noises in my environment.		Friends ask my advice when they have problems.
	I have a rhythmic way of speaking and moving.		I have a good sense of empathy or concern for others.
	I can remember the melodies of many songs.		I tend to be a natural leader.
	I tend to tap my fingers or drum to a beat on things around me.		If something breaks or won't work I try to find someone who can help me.
	I know when something is off key.		Others seek my company.

	Self Smart		Nature Smart
	I regularly spend time alone, meditating, reflecting or thinking about important life questions.		I am keenly aware of my surroundings and of what goes on around me.
	I like to keep a diary.		I love to go camping, hunting and fishing.
	I like myself (most of the time).		I like to collect things (e.g., rocks, sports cards, recipes, etc).
	I prefer to spend time at a cabin than go to a crowded community event.		I like to get out of my community and spend time on the land.
	I know what I am good at and what I am weak at.		I care about what happens to the environment.
	I find that I am strong-willed, independent and don't follow the crowd.		I enjoy learning the names of living things in our environment, such as flowers and birds species.
	I have a special hobby or interest that I do by myself.		I am adventurous.
	I'm good at expressing how I feel.		If something breaks down, I look around me to try and see what I can find to fix the problem.
	When I experience setbacks I don't give up easily.		To understand something, I prefer to organize the information into categories so it makes sense.
	I have some important goals for my life that I think about on a regular basis.		

Total Score			
Word Smart		Number Smart	
Picture Smart		Body Smart	
Music Smart		People Smart	
Self Smart		Nature Smart	

Learning Styles

We each have our own ways that we learn best.

There are, of course, differences in the way people learn. We each have our preferred ways of learning: some learn best by seeing or reading (visual), some by listening (auditory) and some by doing an action (tactile-kinesthetic).

But our preferred way of learning is not our only way of learning. We use specific learning styles for specific learning tasks – depending on the nature of the task. The best learning style for any situation depends on the type of task and on the learning strengths of the learner. We might also be strong in more than one way of learning.

Educators tend to teach in a way that suits their own learning strengths. But that isn't necessarily effective for all the learners. Developing awareness of learning styles can enhance a literacy program:

- Knowing and understanding their learning style helps learners learn more effectively.
- The facilitator can use different approaches to learning that appeal to different learning strengths.
- Everyone can work on developing their weaker ways of learning, as well as focusing on their learning strengths.
- Awareness is raised that different styles of learning suit different tasks.

There are many different ways of looking at learning styles. Here are two different ways that people categorize learning styles:

- Visual, Auditory, Physical (Tactile/Kinesthetic)
- Mental, Emotional, Physical, Intuitive

On the following pages there are descriptions of each of these approaches to learning styles.

Learning Style Inventory 1 – Auditory, Visual and Physical Learning

(One Approach to Learning Styles)

A Checklist:[1]

Explore your learning style. Place a check ✓ beside each statement that applies to you. If it doesn't seem like you, leave it blank. A large number of ✓'s suggests that you like to use this learning style.

Auditory Learners	*Check if this applies to you*
I like to tell jokes and tall tales.	
I am a good storyteller.	
I am good at taking telephone messages.	
I can answer questions when someone asks me.	
I can follow instructions when someone tells me how.	
I like music.	
I know the words to lots of songs.	
I'm good at remembering people's names.	
I'm not very good at drawing.	
I can remember things that people tell me.	
My handwriting isn't very neat.	
My work has a lot of crossing out.	
I press down hard when I write.	
I can spell words out loud but it's hard to put them on paper.	
I often mix up letters: p-q, b-d, n-v when I write.	
When I read, I point at the words with my finger.	
When I do math, I say the numbers to myself.	

[1] From *"Handbook for Literacy Tutors"* by Chris Harwood, Ottawa – Carleton Coalition for Literacy, 2001.

Physical (Tactile-Kinesthetic) Learners	*Check if this applies to you*
I find it hard to sit still.	
I like to touch and feel things.	
I like to see someone do something and then try it myself.	
I enjoy doing/making things with my hands.	
I enjoy the physical act of writing.	
I just start doing; I don't like to stop and read directions.	
I am not very good at explaining things verbally.	
I don't usually get lost. I find my way around easily.	
I often use my fingers to add and subtract.	
I remember telephone numbers after I have dialed them.	
I like to move around while I think.	
When I put something together, I remember how it works.	
I remember recipes when I have cooked the dish once or twice.	

Visual Learners	*Check if this applies to you*
I do things better when someone shows me how.	
I have trouble understanding spoken directions.	
I need to write or read directions or instructions.	
I like to look at books and pictures.	
I can remember where I've seen things on a page in a book.	
I can usually remember where I put things down.	
I remember things by seeing them in my head.	
I am good at remembering faces.	
I draw quite well.	
I like to doodle.	
I like things orderly and neat.	
I notice if someone has a flaw in their clothing.	
I don't like to speak in class.	
I like to look at the person I am talking to.	
I like to work in a quiet place.	
I can add numbers that are written down, better than numbers that are in my head.	
It's hard for me to understand jokes when I hear them.	

Learning Styles Inventory 2 – Physical, Emotional, Intuitive and Mental Learning Styles[1]

(A Second Approach to Learning Styles)

Physical Learners	
Characteristics	**Tasks and Activities**
• Clear and concise speech • Once focused, stay focused • Need to relate new experiences to past learning, need examples • Need to organize thoughts (notes, etc.) • Creative expression – performers, writers • Pack rats – don't throw things away • Perfectionists – delegating is hard to do (don't ask others to share the work) • Have lots on the go all the time, very busy • Task oriented • Use pictures to explain ideas • Need the 'bottom line' – need to know 'the point' of something • Good listeners • Trusted	• Handouts with exercises, review, able to write or check off information • Change of pace – change activity frequently • Loose framework – don't like rigid schedules • Information should be relevant and to the point • Videos • Role play • Small-group discussion • Hands-on projects • Personal, experiential stories • Variety

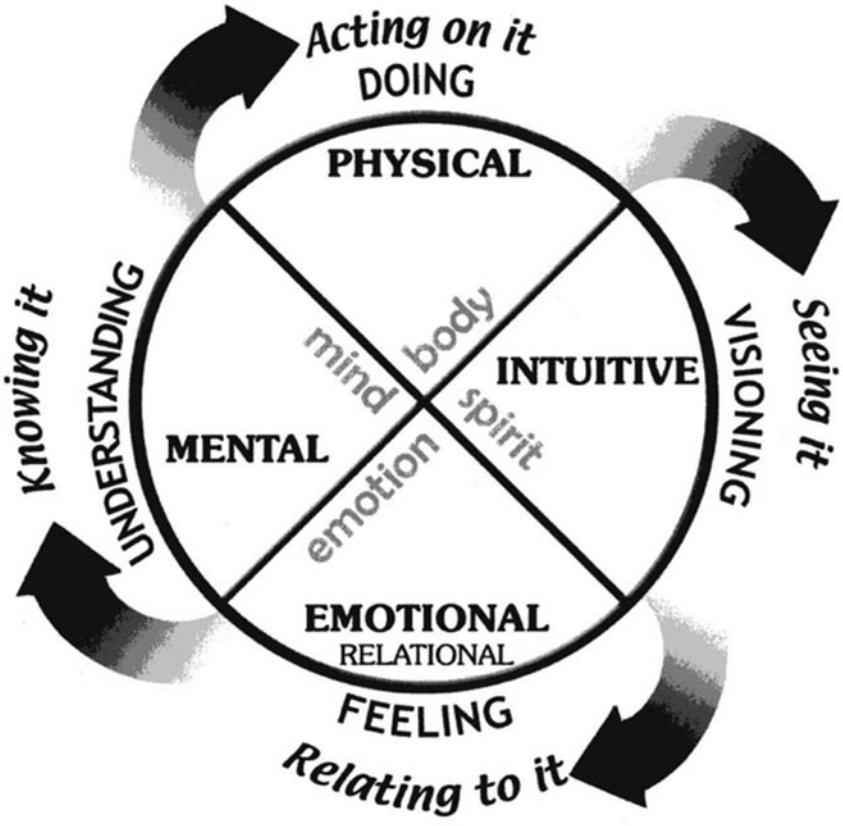
[1] From *Native Learning Styles Revised Edition* by Michael Johnny, Published by Ningwakwe Learning Press, 2002.

Emotional Learners	
Characteristics	**Tasks and Activities**
• Empathetic – can understand well how others feel, imagine what it is like to be 'in their shoes' • Risk takers • Caregivers • Compassionate • Impulsive – act without thinking • Think with heart before head • Learn through stories • Dramatic, see things in black and white (no grey areas) • Jokesters, teasing • Vocal • Kind, friendly personalities • Like to learn by having fun • Like people – sociable • Like to find explanations for things, analytical • Well-spoken • Always prepared • 'The shoulder to cry on' • Need help with emotions that build up • Competitive • Like time to work alone/independently • Procrastinate – put things off until later • Work well under pressure	• Role play, role reversal • Writing and retelling a personal story • Telling jokes • Humorous stories/filling in the blanks • Scavenger hunts • Introduction circle • Developing a comic book/picture book/story book • Charades • Teaching with props/interactive teaching • Volunteering for special events • Video and audio recordings

Intuitive Learners	
Characteristics	**Tasks and Activities**
• Very thorough, pay attention to details • Adapt to different learning situations • Try to figure out the whole situation before doing anything • Need to know why they are doing something • Need to be centred in the whole being (mind, heart, body, spirit) • Expect people to understand without an explanation • Relate new experiences to something that they've already experienced • Sometimes 'just know' the answer without an explanation • Need time alone to process information	• Self-assessment • Experience-sharing discussions • Jeopardy, Trivial Pursuit and other games • Debates • Book discussions or reading circles • Word games such as Scrabble and crosswords • Videos – watching and discussing • Horoscopes, self-awareness exercises • Activities involving values and beliefs • Varied activities – group work and alone • Role-playing and acting

Mental Learners	
Characteristics	**Tasks and Activities**
• Need for an agenda, overview • Visual and focused • Objective (don't let personal issues influence them) • Like to direct • Systematic – work step by step • Analytical (look at the details to see how something works) • Just the facts • Like exact and precise vocabulary • Primary means of communication is words	• Debates • Role playing • Field trips rather than just reading • Filming activities • Audio books, read-along • Computer games • Organizing events • Clearly defined tasks

Mental, Emotional, Physical and Intuitive – Aboriginal Approach to Learning



A Learning Styles Assessment Tool can be found in the book, *Native Learning Styles* by Michael Johnny. This resource is available from Ningwakwe Learning Press: 1-888-551-9757. Web site: http://www.ningwakwe.on.ca

Strategies for Learning Styles[1]

Once students become familiar with different learning styles and have figured out their own preferred style of learning they can use specific strategies that compliment the way they learn best. Literacy facilitators can adapt activities and strategies to take into account learners' preferred learning style.

Listed below are strategies for each style of learning: auditory, visual and physical. Each of the learning styles is further divided into strategies for learners and strategies for facilitators.

Strategies for Auditory Learners

- Participate in class discussions/debates.
- Make speeches and presentations.
- Use a tape recorder during speeches or lectures instead of taking notes.
- Read text out loud.
- Create musical jingles to aid memorization.
- Create mnemonics to aid memorization (eg. Every good boy deserves fudge for the music lines – EGBDF).
- Discuss your ideas verbally.
- Dictate to someone while they write down your thoughts.
- Use verbal analogies, and storytelling to demonstrate your point.

Strategies for Literacy Facilitators → Auditory Learners

- Demonstrate thinking processes – think out loud yourself.
- Encourage learners to think out loud when working.
- Get learners to talk through the steps of an activity.
- Ask learners to spell or say syllables out loud.
- Use phonetic approaches.
- Arrange a quiet place for learners to work.
- Play relaxing music in the background to enhance concentration and learning.
- Use auditory words in conversation, such as "I hear" or "sounds like".

[1] Strategies adapted from *Learning Styles and Multiple Intelligence* at LdPride.net. Retrieved from http://www.ldpride.net/learningstyles.MI.htm September and from *Handbook for Literacy Tutors*, by Chris Harwood, Ottawa – Carleton Coalition for Literacy, 2001.

Strategies for Physical (Tactile/Kinesthetic) Learners

- Take frequent breaks from sitting down.
- Move around to learn new things (eg. read while on an exercise bike, mould a piece of clay to learn a new concept).
- Work at a standing position.
- Chew gum while studying.
- Use bright colours to highlight reading material.
- Dress up your work space with posters.
- If you wish, listen to music while you study.
- Skim through reading material to get a rough idea what it is about before settling down to read it in detail.

Strategies for Literacy Facilitators → Physical Learners

- Teach with real things – objects, models, games and puzzles that can be touched and moved around.
- Use a variety of textures.
- Have beginning readers tap out or trace letters, syllables and word parts when spelling.
- Use raised lettering (e.g. fabric paint).
- Use number lines.
- Use role playing when possible.
- Take frequent breaks from sitting – to stand up and move around.

Strategies for Visual Learners

- Use visual materials such as pictures, charts, maps, graphs, etc.
- Have a clear view of your teachers when they are speaking so you can see their body language and facial expression.
- Use colour to highlight important points in text.
- Take notes or ask your teacher to provide handouts.
- Illustrate your ideas as a picture or brainstorming flow chart before writing them down.
- Write a story and illustrate it.
- Use multi-media (e.g. computers, videos, overheads).
- Study in a quiet place away from verbal disturbances.
- Read illustrated books.
- Visualize information as a picture to aid memorization.

Strategies for Literacy Facilitators → Visual Learners

- Use visual words in conversation, such as "I see that".
- Explain things on paper or the blackboard with pictures.
- Use visualization exercises.
- Describe things in visual terms.
- Use diagrams and charts.
- Use flash cards, posters, maps, etc.
- Give demonstrations.
- Use colour coding to organize learning materials.
- Use a highlighter for important items.
- Have beginning readers use a mirror to practice different sounds.
- Use dictionaries.
- Use matching games and puzzles for beginning readers.
- Teach math using rulers, number lines, etc.
- Clear the workspace of objects that could be distracting.
- Draw a heavy line around details you want the learner to concentrate on.
- Encourage learners to point as they read or discuss information.
- Give one assignment at a time.

Learning Environment Inventory

Not everyone learns or studies best in a quiet room during the day. Some people learn best in an environment filled with background noise and prefer to study late at night. The chart below will help you to think about what the best learning and studying environment is for you.

Name:	Date:
The Best Environment For My Learning	
☐ strong lights ☐ soft lights	☐ cool room ☐ warm room
☐ music while I study ☐ silence while I study ☐ when I can hear others near by ☐ with the TV on	☐ food while I study ☐ no food
I Study Best	
☐ sitting in a hard chair ☐ curled up in a comfortable chair ☐ lying on the floor ☐ lying on the bed other _____	☐ at home ☐ at the library ☐ at a restaurant ☐ at school other _____
☐ in the early morning ☐ at mid-day ☐ in the afternoon ☐ in the evening ☐ late at night	☐ with several friends ☐ with a friend ☐ with a tutor ☐ by myself

Learning and Teaching Strategies

Teaching Learning Strategies[1]

"Learning is a deeply personal process. When students are really learning, they do not just take in and memorize material; they continually revise their ideas and mental images of the world to incorporate new ideas, information and experiences."[2]

Learning strategies are the techniques learners use to make meaning of new information and to connect it to what they already know.

The strategies presented in *Learning to Learn* are both 'teaching strategies' for facilitators and 'learning strategies' for learners. These strategies are not 'add-ons' to learning; rather they are essential ways of processing new ideas and information. 'Strategic teaching' is all about integrating the teaching of learning strategies into all subjects and content areas.

When facilitators teach strategies and provide regular opportunities for guided practice, they are giving learners the tools for independent life-long learning and problem solving.

Research shows that the most successful learners have a good bank of learning strategies; they can assess a task and determine which strategy would be most effective. All learners use strategies, but more successful learners are willing to keep trying when one strategy doesn't work. They have a wider range of strategies that they can adapt to new situations. Less successful learners may be less able to determine the appropriate strategy for a task and may reuse the same ineffective strategies.

Why is Teaching Learning Strategies Effective?

- It teaches learners the behaviours of skilled learners.
- It helps learners to monitor and reflect on their learning and thinking processes (metacognition).
- It allows learners to take responsibility for their learning.
- It teaches an attitude to learning. It shows learners how to reach for meaning in new information and to persevere if their first attempt is not successful.

[1] Adapted from *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996.
[2] Direct quote from *Success for All Learners: A Handbook on Differentiating Instruction*.

Guiding Learners Towards Independent Learning

The goal of strategic teaching is to guide learners towards mastery of each strategy. Facilitators teach the strategies in a structured way until learners can use them independently in a variety of situations. However, some learners will already be using strategies successfully. Discuss and assess strategy use to avoid direct teaching to learners who have already mastered strategies.

Steps in Teaching Strategies:

- Introduce the strategy.
- Explain why it is used.
- Explain how and when it can be used.
- Model or demonstrate its use. (The facilitator uses the strategy, thinking aloud through the process.)
- Teach the steps of the strategy.
- Provide the learners with an immediate opportunity to use the strategy with content from the course.
- Follow up with chances for learners to use the strategy in other situations and to reflect on their use of it.
- Discuss other possible uses of the strategy.
- Monitor learners' use of the strategy and guide them as they move towards mastery.

Generalizing Strategies

For learners to become independent users of strategies, they must be able to generalize each strategy that is taught to new situations.

This means that if they learn a pre-writing strategy for writing a short personal story, they need to apply it in a similar way in other contexts such as writing a letter for a job application. If they learn the strategy for writing in Inuktitut, they need to practice it in English as well. Facilitators must explicitly focus on transferring the use of each strategy to new situations. As learners use a strategy, they can focus on the following questions:

- Why am I using this strategy?
- How does it work? Can I do it again or do it another way?
- What other strategy could I use in this situation?
- How would I help someone else use this strategy?
- In what other situations could I use this strategy?

Through cooperative learning situations and peer consultation, learners who have some mastery of strategies can strengthen their skill and confidence by helping others use the strategies.

Differentiating Instruction[1]

Differentiating instruction means offering learners a number of choices at each stage of the learning process.

People learn in different ways. They bring different preferences in learning, languages, abilities, interests, skills and background knowledge to their learning. They need to make personal sense of the information they take in. Differentiating instruction is about accommodating the needs of all learners by offering options throughout the learning process.

Differentiating instruction gives learners multiple options for taking in information and making sense of ideas.

Differentiated instruction does not mean attempting to offer a different course to each student, individualized for his or her abilities and needs. Instead, classroom experiences can be differentiated by offering choices and by varying teaching and assessment methods.[2]

Offering Choices in Learning Activities

There are at least four different elements through which choices can be offered: content, process, product and environment. Although the learning outcomes and course content are the same for all learners, facilitators can provide learners with options in:

- the complexity of the topic;
- the pace of the learning;
- whether the material is presented in more concrete or more abstract terms;
- the degree of structure or open-endedness of a task;
- the degree of independence with which the learners work;
- the types of products by which learners demonstrate their learning;
- the way learning is evaluated; and
- the environment in which learning takes place.

[1] This section was adapted from the following sources:
Success for All Learners: A Handbook on Differentiating Instruction, Manitoba Education and Training, 1996.

Differentiating Instruction by Tracey Hall at www.cast.org. Retrieved from http://www.cast.org/ncac/index.cfm?i=2876 on September 15, 2004.

Four Ways to Differentiate Instruction, www.enhancelearning.ca.
Retrieved from http://members.shaw.ca/priscillatheroux/differentiating.html on September 15, 2004.

[2] Direct quote from *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996.

Four Ways to Differentiate Instruction

Literacy facilitators can differentiate instruction (or offer choices) in several ways to accommodate differences among learners in a group: through content, process, product or environment. The facilitator weaves the goals for individual learners into the teaching strategies and class content.

1. Differentiating the Content/Topic

Facilitators can…

- build on learners' interests: use brainstorming, semantic webbing, etc. to determine topics and subtopics that interest individuals;
- notice that some learners don't need direct instruction. Learners who demonstrate that they understand the concept can skip the instruction step and proceed to applying the concepts;
- vary the rate of progress for different learners. Some can work ahead independently on projects, while others need support from peers or the facilitator; and
- present the content in different degrees of complexity and abstraction to meet the needs of different learners.

2. Differentiating the Process/Activities

Facilitators can…

- vary the way learners work: whole class discussions, small group projects, pair work and individualized work;
- use a variety of teaching strategies so learners will be working in their preferred learning style at least some of the time;
- give learners alternative ways to manipulate ideas: through graphic organizers, hands-on tasks, group exploration, audio recordings, computer technology, etc.;
- emphasize critical and creative thinking. Vary the critical thinking challenge: encourage learners to choose from a range of activities at different levels of Bloom's Taxonomy (see pages 3-9.1 for information on Bloom's Taxonomy);
- provide a balance between facilitator-lead and learner-lead activities;
- use flexible grouping: change groups depending on the project or content. Encourage peer teaching; and
- encourage independent study projects for those who are ready.

3. *Differentiating the Product*

Facilitators can…

- encourage learners to choose the product they want to demonstrate that they have mastered a concept. Guide them to choose an appropriate level of complexity;
- use assessment before, during and after a learning activity to ensure learners are working at a challenging, yet appropriate level;
- vary expectations for learners' responses: different products are appropriate challenges for different learners; and
- use different kinds of formal and informal assessment methods, including interviews, surveys, portfolio assessment, performance assessments, peer and self-assessment.

4. *Differentiating by Manipulating the Environment*

Facilitators can…

- recognize that people have preferences about activity levels, sound levels, lighting levels and formal or informal seating arrangements. Help learners create their preferred environment if possible;
- model different ways to organize learning materials and spaces. Encourage people to choose the method of organization that is best for them; and
- allow headphones for those who like to listen to music or create a sound-free environment.

Flexible Learning Settings

To meet individual needs and to address the demands of different tasks in the learning process, learners need to have opportunities to work in a variety of settings: working as a whole class, working alone and working in groups. The charts on the following pages show the benefits and goals of each learning setting and some learning strategies (described further in this manual) that can be applied in each setting.

Three Learning Settings

- *Whole Class*
- *Individual*
- *Groups: pairs, triads (3's), 4's, etc.*

Group Work

We build our knowledge and concepts about the way the world works from our experiences. We need to participate, engage and ask questions to develop our understanding. Just having someone tell us information does not make the information meaningful for us. Through working with peers, learners have a chance to discuss, explore, ask questions and find their own answers in order to create their own understanding.

Group work is an active learning strategy that allows learners to take control of their learning. The role of the facilitator in faciliating group work is quite different from the role of 'teacher' in a 'traditional classroom' where most activities are lead and controlled by the facilitator.

Facilitator's Role	
In a 'Traditional Classroom'	***In Facilitating Group Work***
• Giving out information • Performing for and entertaining passive students • Preparing tests to see if learners retain information • Correcting workbooks and tests • Focusing on interactions between the teacher and the learner and between the learner and materials presented by the facilitator	• Encouraging learner responsibility • Teaching learners how to learn • Promoting active learning • Encouraging and supporting mastery of skills and concepts • Facilitating learner self-evaluation • Building group skills • Extending participation • Motivating higher level thinking

Three Learning Settings and Instructional Goals[1]		
Whole-Class Work	**Instructional Goals**	**Learning Strategies**
• Helps to build a learning community that contributes to learners' sense of identity • Allows direct instruction by the facilitator • Provides a real audience for learners' presentations and performances • Offers a stimulating setting for discussion	• For discussion of classroom policies • For group planning of assessment strategies • For reflection on group process • For mini-lessons, films and guest speakers • For introducing and modeling learning strategies • For learner presentations and performances • For analysis, synthesis, evaluation, and application of ideas	• Class meetings • Mini-discussion with whole-class audience • Note-making using frames • Graphic organizers • KWL
Individual Work	**Instructional Goals**	**Learning Strategies**
• Gives learners a chance to revise their work after receiving new information • Enables learners to set and work towards individual goals • Allows learners to reflect on their learning and develop metacognition • Allows learners to express their learning in individual forms • Provides time for conferences with the facilitator	• To access prior knowledge • To integrate new information • For self-assessment • For individual reading, research and writing	• Journals or learning logs • Preparation for presentations and performances • Individual learning projects • KWL • SQ3R • DRTA/DLTA • Self-questioning strategy

[1] Adapted from *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996.

Three Learning Settings and Instructional Goals[1]		
Group Work (pairs, triads, etc.)	**Instructional Goals**	**Learning Strategies**
• Allows for active learning, increases engagement in the learning process • Reduces dependency on the facilitator • Increases learners' opportunities to talk and decreases facilitator talk • Allows learners to talk their way through ideas as they develop their understanding of concepts • Stretches learners' thinking • Reinforces social and collaborative skills • Fosters tolerance and mutual support	• To enrich thinking through the contribution of many experiences, ideas and points of view • To extend prior knowledge • For peer teaching • For problem-solving tasks involving higher level thinking skills • For research tasks in which the contribution of group members creates a rich final product	• Group learning projects • DRTA/DLTA • Brainstorming • KWL • Language Experience Approach • Collaborative reading • Reciprocal questioning • Activities at the different levels of thinking in Bloom's Taxonomy • Group work using frames

Facilitating group work is a complex process. Learners need to participate in cooperative and group building exercises before they can effectively participate in group learning projects. The facilitator has to make choices about different ways to group learners: random groups chosen by learners, groups of mixed ability or groups of similar ability. Social and personality issues often arise. Although facilitating group work can be challenging, the benefits to the learners are well worth the effort. We don't have the space in *Learning to Learn* to explore the many aspects of group learning, but here are some essential elements of group work:

- Group members depend on and support each other to complete a project.
- Individuals are accountable for their own learning.
- Cooperative skills are used to work on a task.
- Group members interact face to face.
- Groups practice group reflection and goal setting[2]

For readers who want to explore group learning further, resources are listed at the end of this section.

Two Group Learning Strategies[2]

Co-op Co-op

This learning strategy, developed by Spencer Kagan, involves the three learning settings (whole class, individual and group). It can be used at any stage in the learning process, but is useful at the end of a theme unit to help learners integrate and extend their learning. Here are the steps in Co-op Co-op:

1. **Student-centred class discussion:** Readings, lectures, films, guest speakers and other experiences on a chosen theme are followed by class discussion. Through discussion, learners show their areas of interest and what they would like to learn more about. The class plans its learning goals.
2. **Group selection:** The facilitator creates mixed-ability groups.
3. **Team-building and skill development:** The facilitator plans group building activities to foster group identity before the project work begins. Skill development begins now and is ongoing. The facilitator notices and takes advantage of 'teachable moments' – opportunities to build the skills needed to complete the project as it progresses.
4. **Group topic selection:** Each group chooses a topic within the theme. The group takes responsibility for this part of the class's learning goals.

[2] Adapted from *Teaching the Language Arts* by Cathy Collins Block, published by Allyn and Bacon, 2001

5. **Selection of mini-topics:** Each learner in each group chooses a mini-topic within the group topic. The individual contributes to the group project by becoming an expert on one mini-topic.
6. **Research and writing on mini-topics:** Learners research and organize materials for their mini-topics. They prepare a written paper on their mini-topic at their own skill level.
7. **Mini-topic presentations:** Individuals present information on their mini-topic to their group.
8. **Preparation of group presentations:** The group discusses all the material they have collected together and plans the final presentation, integrating and synthesizing the information. They plan the form they will use to present to the whole class. They may use drama, a debate, a gallery walk (see Brainstorming), a demonstration, etc. But they are discouraged from simply having each learner present his or her mini-topic.
9. **Group presentations:** The groups present to the rest of the class. Each group is responsible for planning the time and space for its presentation.
10. **Reflection and evaluation:** Learners participate in designing the elements of the evaluation. Evaluation can have three parts: evaluation of mini-topic presentation by the group, evaluation of group presentations by the class, evaluation of individual writing by the facilitator. The class reflects on the group process.

Jigsaw

Jigsaw is similar to Co-op Co-op in that learners become experts on a small part of the topic, which they then share with their group. But it is different from Co-op Co-op in that the facilitator chooses the learning materials.

- Learners work in small groups.
- Each person in the group is given a different part of the learning materials.
- Each group member meets with learners from other groups who have been given the same material to learn.
- These new groups work on the material together, discussing and learning the content. They also discuss ways of teaching the material to the members of their original group.
- The original groups reform and each group member teaches the others his or her segment of the material.
- If testing is necessary, learners can take individual tests on the topic they have just learned about.

Learners retain…

10% of what they READ

20% of what they HEAR

30% of what they SEE

50% of what they SEE and HEAR

70% of what they SAY

90% of what they SAY as they DO SOMETHING

95% of what they TEACH to SOMEONE ELSE

Group Learning Resources

The following resources are not specifically for adult learning, but are helpful in understanding group learning processes.

- ***Classroom Connections, Understanding and Using Cooperative*** *Learning*, by Abrams, Chambers, Poulsen, De Simone, D'Apollonia, Howden, published by Harcourt Brace, in Toronto, ON, 1995.
- ***Together We Learn: Co-operative Small Group Learning***, by Clarke, Wideman, Eadie, published by Prentice-Hall Canada, in Scarborough, ON, 1990.
- ***Cooperative Learning***, by Spencer Kagan, published by Kagan Cooperative Learning, in San Juan Capistrano, CA, 1994.
- ***The Cooperative Classroom: Social and Academic Activities***, by Rhoades and McCabe, published by National Educational Service, in Bloomington IN, 1992.
- ***Jigsaw***, by Elizabeth Coelho, published by Pippin Publishing, 1991.
- ***International Association for the Study of Cooperation in Education*** – www.iasce.net

Integrating Literacy Development Into Certificate and Diploma Programs

Literacy Development in Content-area Courses

Some Nunavut learners come to post-secondary programs with broad knowledge and skills developed in the workforce and through life experience. They generally understand the concepts presented in their courses, but some may lack the literacy skills they need to get full meaning from discussions, lectures or written texts or the skills needed to produce oral or written projects and assignments that reflect their knowledge and learning.

We briefly present here some strategies for integrating literacy development into program design. Integration of literacy development applies to both the Inuktitut and English language, depending on the goals and focus of the program and the learners' needs. Focusing on the development of literacy skills over a one or two year program means that learners bring these enhanced skills to the workforce in their chosen profession.

Please refer to the charts on the following pages.

Strategies for Building Literacy Skills in Content-area Courses	
Program Administration	• Administrators and instructors create a comprehensive plan for integrating literacy development into all courses over the duration of the program. • Ongoing professional development is offered to guide instructors in integrating literacy development with content. • Administrators and instructors identify learning strategies to be taught in all courses and instructors consistently teach and model these learning strategies in all their classes. Learners have many opportunities to practice, master and generalize learning strategies. • Program instructors work collaboratively to implement the literacy plan, sharing consistent approaches for developing literacy skills in each of their courses. That is, the same learning strategies are taught and modeled in all courses. For example, similar writing frames (see Frames 3-38.1) are provided as guides for writing assignments in all courses, so learners have many opportunities to practice. • Every occasion in which reading, writing, listening or speaking is assigned is an opportunity for teaching strategic skills and critical thinking. • The success of the literacy plan is assessed by learners, instructors and administrators. Instructors should have time to experiment and develop new ways of teaching without pressure or competition. Informal evaluations such as discussions, journals or checklists will help instructors reflect on what worked in the classroom and where help might be required.

Strategies for Building Literacy Skills in Content-area Courses	
Learning Environment	• Learners and instructors share classroom control and responsibility, making decisions together about classroom processes, course content, assignments and assessment. • The atmosphere is non-competitive. • Instructors accept silences, allow longer pauses after questioning and provide time for in-class reading and writing activities. • The instructor doesn't 'spotlight' learners, singling them out for praise, criticism or response. • Learners help each other build skills through working in cooperative groups and pairs with instructor guidance. This allows them to contribute ideas and opinions in a smaller non-threatening group. • Instructors encourage students to use their first language whenever possible, such as in presentations, discussions and group work.
Course Content	• Course content is relevant to Northern and Inuit issues. For example: readings, videos, classroom guests, examples, case studies and assignments are connected to the community, Nunavut or the circumpolar world. • Inuktitut language is used and encouraged whenever possible.

Strategies for Building Literacy Skills in Content-area Courses	
Learning to Learn	• Learners are aware of literacy development goals, and involved in goal-setting and self-assessment. • Strategies for reading difficult texts, note-taking, writing various types of texts, study skills, delivering presentations, self-assessment, etc. are explicitly taught in class or in workshop format and reinforced by instructors in all classes in the program. • Learners learn about 'how to learn'. They develop self-awareness, strategies to monitor and enhance their learning, and the ability to analyze and discuss their learning and thinking processes. (The strategies in this manual are only a sample of the many learning strategies developed by learners and educators.) • Instructors explicitly teach learning strategies that are appropriate to various tasks, help learners generalize the strategies or transfer them to new situations and gradually adapt their support as learners are able to use strategies independently. • Learners use peer consultation in the process of preparing projects and assignments to help them revise and extend their work. For example, as they review each other's work at various stages they might use questions to guide their response: What do you like about the work? What do you want to know more about? Is anything confusing to me? What suggestions can I make? Can the writer leave anything out? • Instructors model learning and thinking strategies and self-awareness of their own learning and thinking processes.

Strategies for Building Literacy Skills in Content-area Courses	
Instruction	• Instructors offer options at all stages of the learning process in order to meet the needs of all learners (see Differentiating Instruction 3-2.1). • Instructors are aware of different learning styles and intelligences and present learning material in a variety of ways (oral, visual, interactive, hands-on) to meet the needs of all learners. • Instructors provide written plans or outlines for the course, for assignments and for each class. • Instructors design activities that allow learners to access prior knowledge at the beginning of a new topic, to help learners make personal connections to the content. • Instructors tend to use experiential or discovery learning and collaborative group learning more than lectures. • Instructors discuss new vocabulary at the beginning of a topic and use direct definitions to explain terms or concepts. Example of Direct Definition: The government does an audit at the end of the fiscal year. This means at the end of a 12 month accounting period. • Instructors simplify language, use direct definitions to explain terms or concepts, and use comparisons and examples to clarify information. • Instructors use graphic organizers to explain concepts visually and teach learners to use graphics to organize knowledge and ideas (see Graphic Organizers 3-37.1). • Learners are given frames (see Frames 3-38.1), models and templates to guide them in producing assignments or projects. As learners become more skilled, instructors facilitate their progress towards independence.

Strategies for Building Literacy Skills in Content-area Courses	
Assessment	• Instructors and learners develop authentic assessment procedures together which consider both the process of learning and the product. • Instructors teach strategies for studying and writing different kinds of tests and exams to increase achievement and develop confidence in learners. • Learners are given checklists to help them assess their own work and the work of their peers. Opportunities to revise and rewrite assignments and tests promote learning and reinforce skills.

Intergenerational Literacy

What is Intergenerational Literacy?

Intergenerational literacy, sometimes called 'Family Literacy', is the way children and adult family members use language skills, literacy skills and cultural information to do day-to-day tasks, and to keep important traditional and cultural knowledge alive. Literacy programs that include people of all ages help to enrich and develop the literacy skills of both adults and children at the same time.

Intergenerational Literacy is the ways families use language skills, literacy skills and cultural information to do day-to-day tasks, and to keep important traditional and cultural knowledge alive.

Why Intergenerational Literacy?

- There are many reasons why adults return to school, but one of the most common reasons is to improve their ability to support their children's learning.
- Research shows that adults who participate in intergenerational literacy programs or workplace literacy programs increase their reading ability more than in other types of programs[1].
- Research shows that one of the most important factors in academic success for children is parents' expectation for their children's educational achievement.[2] Adult education programs that integrate intergenerational literacy support parents in having high expectations for their children's success at school.

[1] *Research-Based Principles for Adult Basic Education Reading Instruction*, by John Kruidenier, Partnership for Reading, 2002. Retrieved October 3, 2004 from http://www.nifl.gov/partnershipforreading/publications/adult_ed_02.pdf

[2] *The Power of Family Literacy.* Retrieved October 3, 2004 from http://www2.literacy.bc.ca/facts/famlits/3.htm

Why Intergenerational Literacy in Nunavut?

Traditional family patterns support an intergenerational approach:

- The bond between parents and children is a natural one.
- It is traditional for Inuit to treat their children with respect.
- It is traditional for children to treat their Elders with respect.
- Elders want to work with children and families to strengthen Inuit language and culture.

Intergenerational approaches can enhance community development and wellness. Supporting literacy, language and culture through children and families is one way to raise the quality of people's lives by:

- strengthening family and community bonds;
- improving family communication and the ability to network with others;
- increasing people's ability to keep jobs and prevent problems related to unemployment;
- supporting community survival and creating a progressive, healthy community;
- creating educational resources by documenting the talents and traditional knowledge of Inuit;
- improving individual self-esteem which can make families healthier;
- providing interactive alternatives to TV that strengthen relationships between elders and children; and
- involving more parents in their children's learning and schooling.

What Could Intergenerational Literacy Look Like in Nunavut?

Intergenerational literacy can be easily integrated into existing adult literacy programs with few changes and minimal or no extra funding:

- **Adults Prepare to Read with their Children:** Adult literacy programs could include regular sessions where parents practice reading books that they will take home to read to their children. The support and practice they receive in a literacy program gives them the confidence they need to read to their children regularly at home. They learn to choose appropriate books for their children's age and interests, and practice reading the book to their peers in small groups. They learn to read with expression, to ask kids to predict what's going to happen next, and to question and get kids to respond. Adults whose reading ability is limited practice telling stories from the illustrations in a book and work towards reading simple texts. Learners share ideas about extension activities they can develop for their children such as crafts, games and skits that go along with the story. Some Community Learning Centres have held 'Books in the Home' programs. They applied for funding to buy books that parents can take home weekly to build a library for their children. The Nunavut Literacy Council can help Adult Educators write proposals to apply for funding and can provide help with ordering books.
- **Programs in which Families Learn from Elders:** Facilitators and adult learners could plan sessions in which Elders teach them skills and knowledge as part of the literacy program. The learners can pass the knowledge on to their children in turn or plan special sessions where Elders and whole families work together.
- **Homework Helper Programs:** Adult literacy programs could work with the schools to identify ways in which parents can help their children with their school work. The literacy facilitator supports the adult learners to work with school materials so they will feel confident when they help their children at home. Kivalliq School Services has developed booklets called 'Homework Helpers' for several primary grade levels.
- **After School Programs:** At Community Learning Centres, where most adult literacy programs take place in Nunavut, children often come to wait for their parents after school. This is an opportunity to offer a family reading session or homework helper program. Parents learn ways to read to or support their children as part of their literacy program and then work with their children for an hour after school.
- **Community Intergenerational Literacy Programs:** Once learners become confident in supporting their own families, they may like to plan special literacy days or a series of sessions for families in the community. The practice in planning and organization provides another boost to their literacy skills.

Sample Intergenerational Literacy Programs in Nunavut

Innuqatigiitiarpalianiq Literacy Program in Arctic Bay

The adult learners at the Community Learning Centre in Arctic Bay worked with Elders in their Innuqatigiitiarpalianiq Program to learn about traditional knowledge and community history. They visited and mapped traditional camps, explored family relationships and created family trees, made traditional tools and sinew, and built qamutiks and iglus. They learned about traditional navigation skills while out on land trips with Elders. The learners video-taped stories told by the Elders and learned how to save them to the computer and to CDs. Adult learners in Arctic Bay had important opportunities to raise their oral and written Inuktitut language skills through their interactions with Elders.

Kugluktuk Family Literacy Projects

This program is sponsored by the Kugluktuk Family Literacy Committee, a volunteer community group that has been running family literacy programs in Kugluktuk since 1996. It provides eight months of regular programming plus various special events. Here are just two of their programs:

> ***Monthly Literacy Night:*** This program is held in the school library. Families come to read together and to listen to stories. Community members are invited in to be guest readers each month. They read a book or two to the group, demonstrating good reading practices. Then the parents and children spend time choosing books and reading together. Each child chooses a book to take home at the end of the evening.
>
> ***Family Games Night:*** The Family Literacy Group has purchased lots of enjoyable and educational board games for this event. The games they chose help people develop problem solving skills, critical thinking skills and literacy skills. Parents and their children are invited to come to this monthly games night and enjoy playing games together. At the end of the evening each family can choose a travel board game to take home.

Family Literacy Resources on the Internet

There are many family literacy resources on the internet. AlphaPlus, a Toronto based literacy resource organization, has a web index with many links to family literacy resources on the internet. The index is located at: http://www.alphaplus.ca/opnhs/english/SubjAuth.asp. Click on “Family literacy” in the alphabetized list.

Building Literacy Skills

Adult learners need to be aware that reading, writing, listening and speaking are all learned skills. This means that with practice everyone can improve their literacy skills.

People with well developed literacy skills use strategies that they have developed over time. Many adults with well developed literacy skills use these strategies automatically – without thinking about it. An important and helpful step in improving the skills of less literate adults is making them aware of the strategies, behaviours and skills that good readers, writers, speakers, listeners and thinkers use.

On the following pages we have developed charts of the behaviours and strategies of skilled readers, writers, listeners, speakers and thinkers.

We suggest sharing this information with learners. One way literacy facilitators can do this is by posing the question "What do you think skilled listeners do?" or "What skills and strategies do good readers use?" The class as a whole or in smaller groups can brainstorm answers. Discuss with learners their answers and then have learners make a list that can be displayed in the classroom. Learners can use this list to monitor their own skill development.

It is not necessary to brainstorm each of the competencies of listening, speaking, reading and writing at the same time or even on the same day. And the list does not have to be complete at the time of this exercise. This exercise is a way for the facilitator to determine the strategies learners already know and practice and therefore it won't be necessary to explicitly teach some strategies. The list can be added to over time as the facilitator teaches learners new strategies.

What Skilled Readers Do

Skilled Readers	*Less Able Readers*
Before Reading	
• think about what they already know about the topic (activates prior knowledge) • understand or set the purpose for reading	• start reading without thinking about what they already know about the content of the text • start reading without understanding or setting a purpose for reading
During Reading	
• read differently depending on the type of text and the purpose of reading • actively engage with the text, constantly making predictions, visualizing or creating mental images, questioning, inferring, clarifying, identifying important points and details • recognize different text structures and use this knowledge to get meaning from the text • integrate new information with prior knowledge and personal experience • actively monitor their understanding, rereading and self correcting	• read every text in the same way • do not actively engage with the text; the aim is to get to the end • do not recognize different text structures • do not integrate new information with prior knowledge and experience • give up or read on without understanding meaning
After Reading	
• think about and mentally summarize any new information learned from the reading • recognize and evaluate skills and strategies	• consider reading to be complete after reading the text • do not recognize and evaluate their skills as a reader

What Skilled Listeners Do

Skilled listeners:

- are aware that listening is an active process – not a passive one – that requires effort;
- concentrate on the content of what is being said – not on how many times the person speaking clears their throat or other distractions around them;
- don't do other things (except maybe note taking) while listening;
- relate what they are hearing to what they already know;
- don't get too emotionally involved when they are listening. When people get too emotionally involved in listening, they tend to hear what they want to hear and not what is actually being said. Skilled listeners work to remain objective and open-minded;
- try to anticipate or guess what the speaker will say next;
- ask the speaker questions when they don't understand;
- evaluate or judge what the speaker has said. Skilled listeners ask themselves questions like: "Is what the speaker is saying make sense?", "Do I believe or agree with what the speaker is saying?";
- ask themselves questions mentally to keep actively listening;
- know how to get the main point, identify the speaker's purpose, central idea or theme and keep it in mind while listening;
- know how to take effective notes;
- know how to mentally or in writing summarize and paraphrase the information they have heard;
- listen to the nonverbal messages the speaker is sending – their body language – to get more information;
- appreciate the speaker. Skilled listeners give the speaker their full attention and show they are listening by looking interested and making eye contact; and
- are aware of their own barriers to effective or skilled listening and change or do things differently so they can be better listeners.

Effective listening requires the listener to think and do many things at the same time. But, thoughts move about four times faster than speech. That means time is on the listeners side.

What Skilled Writers Do

Skilled writers:

- know their audience and write in a way that is appropriate for their audience;
- understand the purpose of their writing – or what they want to communicate – and are able to convey that purpose clearly to the reader;
- can write different kinds of texts – personal letters, business letters, essays etc.;
- can use language to create a particular tone in their writing – joy, seriousness, sympathy;
- understand that writing is a challenging process that includes pre-writing, writing and post-writing;
- know that the process is different for everyone but have strategies that work best for them;
- revise their work a lot. They may change small things or delete whole paragraphs in order to improve their work;
- always have someone edit their work. They welcome feedback from others about their work;
- know how to use correct punctuation and grammar; and
- are usually readers. Reading helps people become better writers.

The Writing Process can Include:

Pre-writing

- thinking
- reading
- discussing
- brainstorming
- creating mind maps
- drafting an outline
- making jot notes of ideas

Writing

- starting from the beginning
- starting somewhere in the middle
- returning to the pre-writing processes and then writing

Post-writing

- re-reading
- revising
- editing
- rewriting
- peer editing
- publishing

What Skilled Speakers Do

Situations in which learners speak in class can range from less formal group discussions and conversations with peers to formal presentations by individual learners to members of the community. Many points below apply to both formal and informal speaking situations.

Skilled speakers:

- take risks. What counts as a risk is different for different people. For some learners speaking up in class amongst peers is taking a big risk while for others making a presentation to a community group is considered low risk. What is important is that learners continue to take ever greater risks in speaking;
- know their audience. Every audience is different. Highly skilled speakers know how to adapt their presentation to different audiences;
- think about the content of the message and how it should be presented;
- understand the purpose of their speaking and make the purpose clear to others;
- use the appropriate language for their audience;
- know how much information their audience has about the topic and adjust the content of their speaking accordingly;
- appropriately control the volume of their voice and the speed of their speech;
- interact with their audience. Skilled speakers encourage other people to make comments, ask questions and contribute ideas;
- make eye contact with others to show engagement;
- allow others to speak without interrupting;
- initiate conversation and discussion;
- know how to evaluate their own speaking;
- stay on topic;
- don't put down the opinions of others; and
- participate and take turns in group discussions.

What Critical Thinkers Do

Critical Thinking – How is it Related to Literacy Skills?

Like reading, writing, listening and speaking, critical thinking is a learned skill that can improve with experience and practice. There are many different and complex definitions of critical thinking but simply put when we think critically, we are actively analyzing and evaluating our own thinking.

We must use critical thinking skills to become more literate – to become better and more effective readers, writers, listeners and speakers. Reading and listening involve receiving knowledge or information; speaking and writing involve giving knowledge or information. But simply giving, receiving or having knowledge is not enough – we need to be able to use the knowledge in some way. And using knowledge requires the ability to think critically.

Critical thinking includes a complex combination of skills. The following are some of the qualities of critical thinkers[1].

People are using critical thinking skills when they:

When we think critically, we are actively analyzing and evaluating our own thinking.

- use reason rather than emotion;
- are concerned with finding the best reason rather than being right;
- look at situations carefully, analyze and ask questions;
- are aware of their own biases, assumptions, prejudices and point of view;
- look at and consider different points of view and perspectives;
- do not reject unpopular views without careful consideration;
- require evidence, ignore no known evidence, and follow evidence where it leads;
- recognize their own selfish motives and avoid letting those motives govern or cloud their judgment;
- remain open to new ideas, perspectives, different ways of understanding and different experiences;
- avoid making judgments too quickly;
- accept a new explanation for something because it explains the evidence better, is simpler and has fewer inconsistencies; and
- are willing to challenge their own beliefs.

[1] Adapted from *How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing*, *What is Critical Thinking?* by Dan Kurland at criticalreading.com. Retrieved from http://www.criticalreading.com/critical_thinking.htm on September 13, 2004.

People are not using critical thinking skills when they:

- see things as black and white or as either-or;
- don't see how things are linked or related;
- think their facts are the only important ones;
- think their perspective is the only one that makes sense; and
- think their goal is the only worthwhile and good one.

Critical Thinking and Creative Thinking

What are Critical and Creative Thinking?[1]

Critical and creative thinking can be described as qualities of good thinking processes and as types of thinking. Creative thinking is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects; critical thinking is concerned with their evaluation.

Critical and creative thinking are interrelated and complementary kinds of thinking. Almost all of our thinking contains some critical and some creative aspects. For example, when we try to solve real life problems we move back and forth several times between creative and critical thinking as we develop solutions or weigh the consequences of any one solution.

It is difficult to separate processes of critical and creative thinking in order to give literacy facilitators real life examples of each type of thinking they can share with learners. Most situations require both types of thought. However, each example we give below belongs primarily to one or the other thought process.

People are thinking creatively when they:

- make up new games that can be played at a child's birthday party.
- create a design for a new flag.
- brainstorm all possible sites for the location of a new dump or cemetery in the community.
- brainstorm the many possible ways sealskin products could be advertised outside of Nunavut.

People are thinking critically when they:

- examine the advantages and disadvantages of each proposed location of a new dump or cemetery and decide which site is most suitable based on a set of criteria.
- examine a proposed liquor law and think about how it would benefit or hurt the community.
- evaluate the environmental consequences of a new mine outside their community.
- weigh the long and short term consequences of going back to school for a year or remaining in their current job.

[1] Adapted from *Understanding the Common Essential Learnings*, Regina, SK: Saskatchewan Education. Retrieved from http://www.sasked.gov.sk.ca/docs/policy/cels/index.html on September 7, 2004.

Sharing Knowledge of Critical and Creative Thinking with Students

- Ask students to define critical and creative thinking based on their own knowledge and experiences and/or share definitions of critical and creative thinking with students.
- Mix up and share the real life examples of creative and critical thinking in the preceding section with students. Ask them to decide whether each statement is an example of creative or critical thinking.
- Ask students to write down examples of situations in their own life in which they had to use critical or creative thinking.

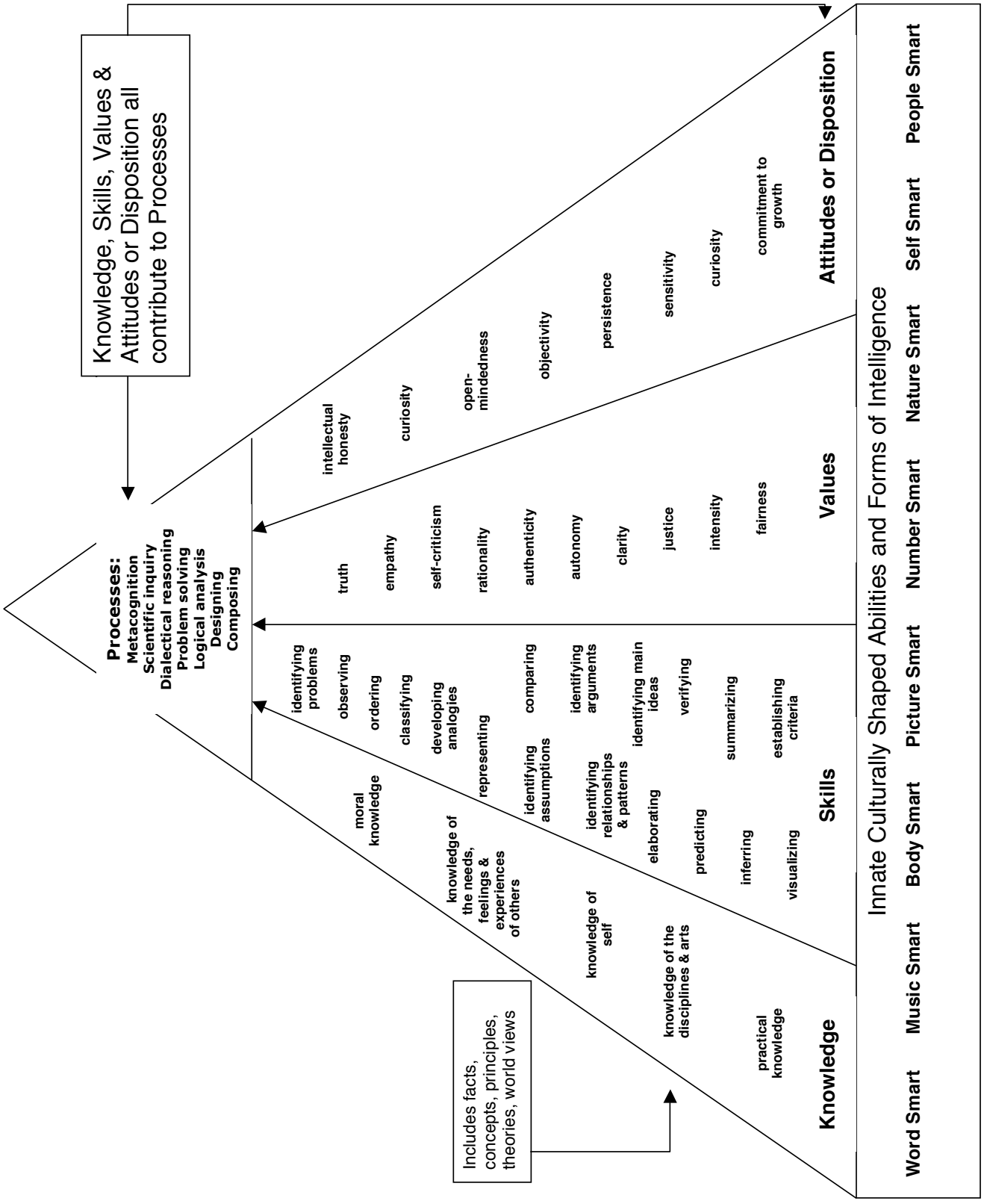
Knowledge or content of a subject is required in order to engage in critical or creative thinking. (see diagram *Critical and Creative Thinking: Some Key Elements* on page 3-8.1.) This knowledge may be associated with a particular subject in school or may have been gained through work or personal life experience. Sometimes the same knowledge can be applied in different situations. But most often the knowledge or content of a subject required to think creatively or critically changes depending on the area of study or the situation. Similarly, the skills such as predicting, identifying problems and observing and the processes such as problem solving and metacognition required for creative and critical thought may vary in different subject areas or situations. However, attitude and values also play key roles in our ability to think creatively and critically and these two aspects of creative and critical thought remain constant across subject areas and work and life situations.

What can Educators do to Help Promote and Support Critical and Creative Thinking?[2]

- Be open-minded and encourage learners to follow their own thinking and not simply repeat what you have said.
- Be willing to admit a mistake or change your position on an issue based on relevant new information or evidence.
- Show genuine interest, curiosity and commitment to learning.
- Allow for student participation in rule setting and decision making related to learning, including assessment and evaluation.
- Provide opportunities for learners to choose activities and assignments.
- Analyze your own thinking processes and classroom practices and provide reasons to learners for what you do.
- Promote and provide opportunities for interaction among learners.
- Ask open ended questions that do not have one right answer. Open-ended questions also encourage students to think and respond creatively, without fear of giving the "wrong" answer.
- Give students plenty of time to reflect and think before responding to a question or a problem. This helps learners understand that an immediate response is not always the best response.

[2] Adapted from *Understanding the Common Essential Learnings*, Regina, SK: Saskatchewan Education. Retrieved from http://www.sasked.gov.sk.ca/docs/policy/cels/index.html on September 7, 2004 and *Strategies for Teaching Critical Thinking* by Bonnie Potts. Eric Digests. Retrieved from http://www.ericfacility.net/ericdigests/ed385606.html on September 7, 2004.

Critical and Creative Thinking: Some Key Elements[1]



[1] Chart reproduced with some modifications from *Chapter IV: Critical and Creative Thinking in Understanding the Common Essential Learnings: A Handbook for Teachers.*, Saskatchewan Education, Regina, SK. Retrieved from http://www.sasked.gov.sk.ca/docs/policy/cels/el4.html on September 7, 2004.

Bloom's Taxonomy

Bloom's Taxonomy, developed by educators in 1956, is a hierarchy that classifies levels of thinking. The levels of thinking within the taxonomy are arranged in an order from less to increasingly more complex.

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

*A **taxonomy** is a system for classifying or dividing related things into ordered groups or categories.*

Questions and activities developed for learners are often focused within the first two levels of the taxonomy – knowledge and comprehension. However, it is at the higher levels of the taxonomy that learners are required to use more complex: and challenging thinking skills. Educators need to be aware that learners need to be engaged in learning that includes the development of higher level thinking skills in order to develop strong literacy skills. The taxonomy provides a useful structure for the development of questions and activities that develop critical and creative thinking skills.

On the following page we describe each of the levels within Bloom's Taxonomy and give key or trigger words to assist facilitators in the development of questions and activities.

Bloom's Taxonomy[1]: Levels of Thinking Skills Chart

Level of Thinking	*What it Means*	*Key or Trigger Words*		
Knowledge	recalling specific information or facts *At the knowledge level of thinking the learner shows knowledge of basic facts.*	who which match quote what spell list	describe when find tell where how recall	why define label omit name repeat identify
Comprehension	showing an understanding of knowledge *At the comprehension level of thinking learners demonstrate in some way that they understand what was read or heard.*	describe compare discuss illustrate contrast show	interpret explain order estimate outline	summarize group paraphrase predict infer rephrase
Application	using the knowledge in a new way *At the application level the learner demonstrates that they can use the knowledge in some way.*	apply organize calculate build experiment solve	choose model construct utilize classify relate	develop demonstrate interview construct modify

[1] Chart adapted from *Grassroots: Collaborative Learning Projects for the Internet* as found at http://www.schoolnet.ca/grassroots/e/project.centre/shared/taxonomy.asp on August 17, 2004 and at *The Centre for Learning and Teaching*, Dalhousie University as found at http://is.dal.ca/~clt/teachtips.html on August 17, 2004.

Level of Thinking	*What it Means*	*Key or Trigger Words*		
Analysis	taking the knowledge apart *The analysis level of thinking may involve seeing patterns, naming and organizing parts, recognizing hidden meaning.*	analyze examine test for take apart categorize inspect select	discover classify simplify explain compare separate infer	contrast order dissect divide arrange survey explore
Synthesis	putting knowledge together in a new way *At this level learners may be asked to use old ideas to create new ones, relate knowledge from several areas, use new knowledge and combine with what they already know to create something new.*	create design hypothesize invent develop formulate improve test substitute rewrite	build imagine solve combine make up discuss adapt estimate compose integrate	compose plan modify construct predict change delete rearrange prepare role play
Evaluation	judging knowledge or information *At this level learners judge or evaluate based on some preset standard or criteria.*	judge grade convince critique decide conclude rule on select award	justify test rank explain measure argue rate evaluate prove	compare recommend opinion assess support prioritize determine defend

Developing Questions for Reading Using Bloom's Taxonomy[1]

Many questions developed for reading in the classroom focus on answering factual questions. It is important to gauge learners' comprehension of a text by asking basic comprehension type questions. However, in order for learners to develop a personal attachment to the books and stories they read, they need to be involved in a text in a way that engages them beyond simply digesting and recalling facts. Learners need to see reading as a bridge to their imagination, a way to understand how others live their lives and a way to gain self-understanding.

The kinds of questions teachers ask can lead students to an understanding that reading has a greater purpose than just the simple recall of facts. If learners develop a broader and richer understanding of reading, it is more likely that they will place a higher value on it, increasingly turn to it for pleasure and as a resource and in turn, establish reading as a life-long habit.

Bloom's taxonomy is a useful tool for the development of reading questions. Questions that correspond to the different levels of the taxonomy require learners to think and respond to what they read in an increasingly complex way beginning with basic comprehension questions. Questions that reflect higher levels within the taxonomy require increased engagement with the text and will assist in the development of critical and creative thinking skills.

In the following chart we have demonstrated the development of reading questions using Bloom's Taxonomy and a legend called Raven and the Whale. (see page 3-11.1 for the legend Raven and the Whale.)

[1] Adapted from *Reading Services Centre, Teachers' Corner, Comprehension: Bloom's Taxonomy*. Retrieved from http://www.ops.org/reading/blooms_taxonomy.html on August 17, 2004.

Knowledge Remember the information or facts	The recall of specific information	• Where does most of the story take place? • Who is the girl? • How does Raven feel about the girl? • How does the story end?
Comprehension Understand the information	An understanding of what was read	• What is the relationship between the girl, the lamp and the whale? • How does the whale die? • Describe Raven's personality. • Describe the girl's personality.
Application Use the information	Using what you know in a new way or situation	• How is the Raven like a real person? • Describe a relationship in the natural world that is analogous (similar) to that of the whale, the lamp and the girl. • If Raven were a person, what crimes would he be charged with based on his actions in the legend?
Analysis Take the information apart	Examine the information	• In many legends Ravens are known as 'tricksters'. Does Raven act like a trickster in this story? • Legends often contain a lesson. What lesson is the author trying to teach through the story?
Synthesis Put the information together in a new way	Use learned information to create new information	• How might the legend end if Raven did not take the girl? • "Waste not, want not". "Do unto others as you would have them do unto you". "It takes a whole village to raise a child". "You are never too old to learn" Can you think of an expression or proverb that relates to the lesson within this story. • Describe a real life situation in which one person or group's actions impacted negatively on another person or group.
Evaluation Judge the value of information	The judgment and evaluation of characters, actions, outcome etc. for personal reflection and understanding.	• How does Raven feel at the end of the story? • How is the girl generous in a way that Raven is not? • Is Raven responsible for the death of the whale? • What do you think Raven has learned from his actions?

Raven and the Whale

A West Coast Indian Legend retold by William Toye

One evening, while the sun was setting, Raven flew along the seashore to watch the ever-changing colours of the waves. As he scanned the horizon, he caught sight of fountains of water rising up from the distant sea. The water shot up high, foamed and bubbled, and fell back on the sea. Raven was curious and flew toward the sparkling, foaming fountains. Soon he was close enough to see a school of whales, each whale spouting a stream of bubbly water.

Raven soared above the whales and, to his surprise, saw a faint glow of light coming from one of the whales each time it opened its mouth. He flew closer to the whale to see where the light came from. Each time the whale's mouth opened, Raven flew a little closer – the light was mysterious, yet it looked warm and inviting. Just as Raven was inspecting the light, the whale lurched forward and swallowed him.

Raven looked around. The whale's spine above him resembled a strong and beautiful roof, and the delicate ribs formed graceful arches, like the walls of a great house. He listened and heard the rhythmic beat of the whale's heart. Raven lifted his beak and walked swiftly toward the light, his wing-cape swirling behind him. Then he stopped suddenly in astonishment. In the centre of the whale was a softly glowing lamp, and beside the lamp stood the most beautiful girl he had ever seen. The dancing flame-light made her face glow, and Raven was enchanted.

The girl looked at Raven and smiled shyly. Raven moved closer. The lamp flame fluttered ceaselessly – it rose and fell, rose and fell. Its dancing light radiated warmth and beauty, and the girl's white teeth dazzled Raven's eyes as he watched her. When he approached a little, Raven saw that the girl was dancing on her toes. Her legs barely moved, while her body and arms swayed slowly in rhythm to the loud beats of the whale's heart. Raven watched her supple, graceful movements, and noticed that from the tips of her toes flowed a delicate thread that was attached to the whale's beating heart.

Raven was overwhelmed with love for the girl as he watched her dance.

Finally, Raven asked, "Who are you?"

"I am the whale's spirit," said the girl.

"I love you," said the Raven. "Come with me and be my wife."

The girl laughed sweetly, and her laughter echoed through the whale.

"I cannot leave", she said, dancing while she talked. "The whale and I are one, and I must look after the lamp. It warms us and keeps us alive in the freezing water."

"But you are too beautiful to spend your life inside a whale, dancing every moment, yet never moving anywhere."

"I am the whale's spirit," said the girl, "and I cannot leave. Besides, I love this lamp, and it makes me happy,"

"Then take the lamp with you," said Raven.

"No," said the girl. "The lamp must stay where it is, and you must never touch it." She smiled at Raven and continued. "I am pleased to have a friend, and you may stay as long as you wish. But you must never, never touch my lamp."

Raven watched the girl, and a deep sadness overcame him. "How beautiful she is," he thought to himself. "How graceful and delicate and sweet. How happy I would be if she became my wife!"

As Raven looked around, he saw an opening above him. It was the whale's spout, and Raven could see the stars when he looked straight through it. Slowly, a plan formed in his mind.

When the whale began to sleep in the still blackness of the night, the girl's dance became slower and sleepier. Her eyelids shut from time to time, and she seemed to sleep even while she danced. Raven waited, watching – then, the moment her eyes closed, he snatched up the lamp of life, swept the girl into his arms, and snapped her free from the delicate thread. He dashed toward the spout.

But too late!

The whale suddenly lurched up and thrashed around. Raven and the girl fell backwards. The lamp flickered, grew fainter, and died out. Raven held the girl tightly in his arms, but she became smaller and lost her shape. She no longer moved and became tinier and tinier.

"Come back to me!" he called. "I will make you my wife and look after you as long as you live."

But Raven heard only the sea waves swirling around him as the girl vanished into nothingness.

The whale suddenly stopped moving. Raven looked up and saw the sky through the whale's spout. He lowered his beak and flew up, and in a moment he was high above the whale. It was dead, and had washed up on the shore. Raven flew down to the shore, sat on a rock, and looked at the whale.

"How beautiful is the spirit of a whale," he whispered to himself.

White-capped waves rushed up on shore. The salty mist made Raven's eyes smart, and tears rolled down his face as he stared at the whale. He watched it for many hours as it rocked gently back and forth with the inrushing and outgoing tide.

Creating Assignments Combining Bloom's Taxonomy and Multiple Intelligences Theory

On the following pages we have created a chart to demonstrate how facilitators can develop assignments by combining Multiple Intelligences Theory (see page 2-3.1) and Bloom's Taxonomy. Using a common theme and each of the intelligences, assignments are developed that correspond and progress through Bloom's Taxonomy of thinking skills. We have developed the chart using the common theme of seals.

Multiple Intelligences Theory and Bloom's Taxonomy – Seal Theme

	Knowledge		***Application***	***Analysis***	***Synthesis***	***Evaluation***
	Remembering	*Understanding*	*Using what you know in a new situation*	*Taking it apart*	*Putting something together in a new way*	*Judging the value of information*
Word Smart *Verbal/ Linguistic*	Brainstorm a list of tools and clothing that were made using seal.	From the list, discuss what things are still being made and used now.	Create a chart that shows what tools and clothing have been replaced by manufactured goods.	Analyze and discuss how the use of the modern item has changed people's lifestyle.	What Southern tool or item could be improved or remade by the use of seal skin.	Choose one pair of items from the list and explain the advantages and disadvantages of each item.
Number Smart	Discuss mass, density and weight using common items as examples.	Compare the weights of different items in the room.	Weigh a seal carcass and compare its weight to other known items.	Cut the fat off the seal and weigh it. Calculate the ratio of fat to total body weight.	Look in books or on the internet to find the body fat ratio of other animals and people. Make a bar graph to compare seals to the others.	Note the habitats of the species on the graph. Try to estimate what ratio of body fat is necessary to live in an arctic marine environment.

	Knowledge		Application	Analysis	Synthesis	Evaluation
	Remembering	*Understanding*	*Using what you know in a new situation*	*Taking it apart*	*Putting something together in a new way*	*Judging the value of information*
Picture Smart *Visual/ Spatial*	Look at a topographical map of your region. Discuss contour lines and latitude and longitude. Find coordinates of familiar places on map. Discuss maps with Elders. What other info can they tell you using a map?	Using the contour lines, find the three highest points of land in the region. Choose a place to go seal hunting and find the coordinates of the location.	Plan a route to go seal hunting, being aware of lowest land forms. Explain why you chose the route. Calculate the distance of the trip.	Ask Elders to evaluate your route and to show you which route they would choose, using their knowledge of actual land forms.	Compare your route and the Elders' route.	Based on Elders' info, evaluate whether your route works. What other knowledge do you need that can't be found on a map?
Body Smart	List all the different parts of kamiik.	Using paper or cardboard show and describe the steps in sewing a kamiik.	Using pattern pieces cut out the seal skin.	Compare the different stitching on different parts of the kamiik.	Sew pieces of seal skin together to create kamiik.	Test the effectiveness of the stitching by putting kamiik in wet snow or testing them in water.

	Knowledge		**Application**	**Analysis**	**Synthesis**	**Evaluation**
	Remembering	*Understanding*	*Using what you know in a new situation*	*Taking it apart*	*Putting something together in a new way*	*Judging the value of information*
Music Smart	Gather information about drumming and drum making by interviewing Elders.	List all of the tools and materials necessary to make a seal skin drum.	Make a seal skin drum with guidance from an experienced Elder.	Compare drum dances and songs from different regions in the Arctic.	Create a new song or drum dance.	Compare and critique the sound of a drum made from seal skin and one made from store-bought materials.
Nature Smart	Define climate change and global warming. Discuss its impact on wildlife.	Research and record temperatures in different months of the year for the last five years. Also for between 45 and 50 years ago.	Create a chart and calculate the differences in temperatures between the two time periods – create a line graph with the information.	Based on the chart, how might changes in temperature impact on the environment of seals and the hunting of them?	Compare the experiences and observations of hunters about changes in the weather and the hunting of seals with the temperature chart.	Assess whether the hunters' experiences and observations match those in the weather chart.

	Knowledge		Application	Analysis	Synthesis	Evaluation
	Remembering	*Understanding*	*Using what you know in a new situation*	*Taking it apart*	*Putting something together in a new way*	*Judging the value of information*
People Smart	Record seal hunting practices before and after the use of guns by interviewing people in the community.	With a partner or in a group discuss all of the changes in hunting practices based on the interview.	Organize a seal hunting trip with an experienced hunter who will teach the group hunting techniques.	In groups compare and contrast the use of guns with the use of harpoons based on the experience of the trip and the interviews.	Plan a radio show to talk about your findings and ask for people's opinions.	In two groups, debate about which method – gun or harpoon is the better tool for hunting seal.
Self Smart	Visualize a memorable hunting trip you went on in the past.	Describe your experience in oral or written form.	Create a visual representation of your experience through art, drama, carving, or music.	Decide what the most important thing was that you learned from this experience.	What kind of classroom situation would allow you to have a similar memorable experience? List the features of the experience.	How would this kind of learning experience suit your personal learning styles and MI strengths?

Metacognitive Strategies

People who understand their own thinking processes are in charge of their own learning.

What is Metacognition?

The words metacognitive strategies and metacognition are buzz words that could put you right off reading this section. But wait! Don't turn the page! Metacognition simply means 'thinking about our learning processes'.

When instructors explicitly teach strategies for monitoring thinking and learning processes, learners become more independent. Independence results in increased self-esteem – it allows people to believe they can succeed at the learning tasks they take on – because they have a bank of strategies to help them. Because they feel confident, they are more motivated to work towards their own goals.

When instructors explicitly teach strategies for monitoring thinking and learning processes, learners become more independent.

Today people of all ages and backgrounds are learning metacognitive strategies, from school children to high level managers. Enhancing our control of our own thinking and learning benefits us in all aspects of our lives.

Metacognition Involves:

- understanding how all people think and learn;
- understanding our own unique thinking and learning processes;
- knowing a variety of learning strategies that will help us complete a task and meet our goals;
- knowing about the nature of a task and knowing what is involved in completing the task;
- planning and selecting strategies that are appropriate for each task; and
- consciously monitoring the success of the strategies and changing our learning behaviours and strategies when needed.

Metacognitive Coaching

Research shows that people who have strong metacognitive abilities are more successful in their learning. All people can be taught metacognitive strategies and how to use them. Here are some basic elements of metacognitive coaching:

Modeling

The instructor follows these steps for each strategy:

- Introduces a strategy (such as using self-questioning to check one's comprehension)
- Explains how the strategy is used and why
- Gives explicit steps for using the strategy
- Provides cue sheets showing the steps of the strategy or posts the strategy on the wall
- Guides learners through using the strategy in several learning activities
- Shows how to decide if the strategy is appropriate for the task
- Shows how to monitor and evaluate the strategy

The instructor regularly models use of strategies during whole group learning activities. Some learners will not need to practice the strategies; they may already be using these or other strategies successfully. Some learners will grasp the strategies quickly and begin to use them automatically. Other learners will need to have the process modelled and go through the steps several times before they start to use them independently. Once students are familiar and comfortable with the strategy, they can take the group through the process, while the instructor gradually withdraws support.

Dialogue

Learners and instructors talking about their thinking and learning processes is another aspect of coaching. For example, learners and instructors can take turns leading dialogues about the texts they are reading, asking each other to predict what will happen next, question their understanding, clarify meanings, summarize and self-evaluate their understanding of the text. Talking about metacognitive strategies helps people feel comfortable with the vocabulary and concepts.

Strategies for Developing Metacognitive Skills[1]

1. *Identifying 'What you Know' and 'What you Don't Know':*

When learners begin a new theme or topic of study, they should identify their prior knowledge and the gaps in their knowledge.

One method for doing this is called KWL: Create a chart. First learners brainstorm what they know and then what they would like to find out about the topic. As they explore various resources, they fill in what they've learned.

Topic		
Know	Want to Know	Learned

2. *Talking about Thinking*

Talking about thinking is important because learners need a thinking vocabulary so they can think and talk about their own learning processes. During planning and problem-solving situations, instructors should think aloud so students can follow the steps in the thinking process. Instructors can also name or label thinking processes when they notice learners using them – then the whole group can see when and how they are being used. Here are two strategies:

Paired problem-solving: One person talks through a problem, describing his thinking processes. The other listens and asks questions to help clarify thinking.

Reciprocal teaching: In small groups, learners take turns leading the others through thinking processes – asking questions, clarifying and summarizing the material they are studying.

3. *Keeping a Thinking Journal*

Learners can keep a thinking journal or learning log in which they reflect on their thinking processes, making notes about how they approached a particular task, about how they dealt with difficulties, about patterns they notice in their thinking or about changes they've made because of metacognitive coaching. This journal becomes a diary of the process and of progress they make.

[1] Adapted from *Developing Metacognition by Elaine Blakey and Sheila Spence*, ERIC Digests, 1990.

4. *Planning and Self-regulation*

As learners gain confidence they must take on more responsibility for planning and monitoring their learning. Learners don't become self-directed if others plan and monitor their learning.

Instructors can teach learners to make work plans for their learning activities, including organizing materials, estimating time needed and helping develop criteria for evaluation.

5. *Debriefing the Thinking Process*

Closure activities focus discussion on thinking processes and develop awareness of strategies that can be applied to other learning situations.

Instructors can guide the group through a three-step process:

1. Review the thinking processes and feelings that occurred during the learning activity.
2. The group classifies related ideas and identifies thinking strategies.
3. They evaluate their success, discard inappropriate strategies, identify those that may work in the future and look for alternatives that seem promising.

6. *Self-evaluation*

Introduce guided self-evaluation through individual conferences and checklists. Gradually learners will be able to evaluate their thinking processes more independently. They will begin to see that the same learning strategies can be used in different situations.

Examples of Metacognitive Strategies[2]

Types of Metacognitive Strategies	
1. Advance organization	Previewing the main ideas and concepts of the material to be learned, often by skimming the text to see how it's organized
2. Organizational planning	Planning the parts, the order, the main ideas, or the type of language to use when preparing an oral or written presentation
3. Selective attention	Deciding in advance to pay attention to specific aspects when listening or reading – often by scanning for key words, concepts, and various forms of language
4. Self-monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written work while it is taking place
5. Self-evaluation	Judging how well one has accomplished a learning activity after it has been completed

[2] Adapted from *The Multicultural Classroom Readings for Content-Area Teachers* by Richard-Amato and Snow, published by Longman, 1992.

Two Metacognitive Strategies for Reading

1. A Strategy for Using Metacognition throughout the Reading Process[1]

To demonstrate metacognition through the reading process, involve learners in choosing the text, planning before they read, monitoring while they read and reflecting after they read. Go through the steps in the process, thinking aloud as you go. Give learners cue sheets showing the steps, so they can try them independently in other reading activities.

Before you read – pre-reading:

1. Survey the material (titles, headings, pictures, graphics, captions), talk about purpose for reading and tie prior knowledge to the text.
2. Skim to identify key words and subtopics.
3. Predict what information the text may include.

As you read:

1. Refine earlier predictions based on new information as you read.
2. Decide what is most important in each paragraph.
3. Stop to question and discuss to clear up confusion.
4. Pause to reflect and expand ideas as you relate them back to your own life experiences.
5. Visualize, form images and analogies as you connect information to your own life.
6. Summarize what you have read so far.

After reading:

Try one or two of the following techniques:

1. Reflect on the reading – verbally or in writing.
2. Look back at details to check for misunderstandings.
3. Summarize in your mind or on paper.
4. Create an outline.
5. Create mental images or drawings to help retain ideas.
6. Jot down a new idea that was inspired by the reading.

[1] From *Teaching Language Arts* by Cathy Collins Block, published by Allyn and Bacon, 2001.

2. *A Metacognitive Strategy for Checking One's Reading Comprehension*[2]

1. As learners are reading they monitor their comprehension of each paragraph. As they read they choose one of these symbols to write beside a paragraph.

   ✓ = I know that I understand this paragraph.

   ? = I know that I don't understand this paragraph.

   They can put the symbols on Post-It Notes or cover the page with an acetate sheet.

2. When they are finished reading a number of paragraphs, they can meet with peers or the instructor to analyze what it was about the paragraph that they didn't understand. This chart is a guide for their analysis:

Step 1	*Step 2*	*Step 3*
Why am I confused? • Is there a word I don't understand? • Do I lack background knowledge or information in this area? • Is a sentence too long? • Was my concentration broken? • Did I have to figure out unknown words? • Did I understand the author's purpose?	**Why don't I have enough information?** • I can get more by asking myself if I know: Who? What? Where? When? Why? How?	**Can I put new information together to understand the text?** • Do I know I have enough information about what I'm reading? • Did I put together all the words correctly to be sure I didn't confuse any ideas? • If I have done both items above I can test my understanding by reading or thinking about the next part to see if that part logically connects to what I understand right now.

This strategy can be used for reading, listening or viewing to monitor comprehension.

[2] From *Teaching Language Arts* by Cathy Collins Block, published by Allyn and Bacon, 2001.

Preparation of "Think Cards"[3]

After students have practiced a learning strategy several times and found it useful, they make personal 'think cards' describing the steps in the strategy. 'Think cards' can be developed as new strategies are introduced. Soon learners will have their own personal bank of 'think cards' which gives them a reference when they are deciding what strategies to use in new situations.

[3] From *Instructional Strategies for Adults with Learning Disabilities Tutor's Handbook*, by Debbie Purton, Parkland Regional College, Yorkton, Saskatchewan, 1990.

Brainstorming Techniques

No bad ideas! Record everything! Get all the ideas out! One person's ideas trigger others' ideas! No discussion or criticism!

Brainstorming is a way of tapping into the creativity, knowledge, ideas and collective energy of a group. It is a way for everyone to participate no matter how strong their literacy skills are. Use brainstorming in individual, small group or whole group situations.

Use Brainstorming When...

- Setting goals
- Deciding on topics to study
- Stimulating prior knowledge
- Listing new information learned
- Creating ideas for writing
- Deciding on ways to approach a project or solve a problem
- Listing strengths or skills of individuals in the group
- Listing resources you could use
- Organizing information

Prior knowledge: *what people already know about a topic*

Brainstorming is usually a beginning, a way to start a task, a way to get as many ideas as possible, a way to avoid missing something important, and a way to get everyone involved.

Think of brainstorming as 'rough draft thinking' – it's the very beginning of the thinking process. Accept responses in whatever form people are most comfortable: pictures, diagrams, oral or written. Use people's own words – don't edit. As a group you can talk about and clarify the suggestions later.

Different Ways to Brainstorm

1. Listing Ideas from the Whole Group

- Choose a person to record – people call out their ideas orally.
- People write or draw their ideas on scrap paper or sticky notes and put them on the wall or a flip chart.
- When the brainstorming is done, review all the ideas so the group can ask for clarification or more information.

Now what do we do with this list?

You can choose priorities:

Everyone gets a marker or sticky coloured dots and chooses their favourite 3 ideas (or one best idea). The ideas that get the most votes are kept. This is one way to choose topics or themes to study.

You can put the ideas in order or rank them:

Brainstorm the ideas on papers or sticky notes – because you will be able to move them around. Groups of people come up to the board or wall and work together to categorize the papers. For example:

- Chronological Order (time) – earliest to latest, youngest to oldest, what happens first, second, third and so on, what happens in different seasons
- Order of importance – most important to least important
- Order of urgency – which jobs have to be done first, second, third
- Order of expense – most expensive to least expensive approach

You can put the ideas in categories:

Brainstorm your ideas on sticky notes or scrap paper taped to the wall – so you can move the ideas around. Everyone writes their ideas on separate sheets of paper and puts them on the wall. Or choose people to be recorders; people call their ideas out and the recorders write them down on separate pieces of paper.

Example:

People look at all the ideas and choose two that are similar. Put the similar ideas together in a column.

Elders
Grandparents

Then ask for two more similar ideas – put them in a column; choose as many similar pairs as possible.

Elders	News North
Grandparents	Nunatsiaq News

Then ask people to come up to the wall and put the rest of the ideas in the categories.

Elders	News North
Grandparents	Nunatsiaq News
Parents	Inuktitut Magazine
	Books

Give each category a title:

Here are three different approaches to choosing titles for the categories:

1. As a whole group, discuss what title you could give each category.
2. Break into groups and have each group name one category. Then discuss the choices with the whole group.
3. Choosing and agreeing on names for categories can be a difficult task. Depending on the group and the situation, the facilitator may decide to name the categories.

Resources for Our Project			
People	***Written Materials***	***Audio-Visual Resources***	***Resources Outside Our Community***
Elders	Nunatsiaq News	Videos	Museum
Grandparents	News North	CBC Tapes	Government
Parents	Inuktitut Magazine	Web sites	
Northern Studies Teacher	Books	Old Photographs	

Carousel

- Decide on different categories that you want to brainstorm. For example, traditional tools: hunting tools, food preparation tools, fishing tools, skin preparation tools, sewing tools, dog team tools, iglu making tools
- Break into groups – one group for each category.
- Write each category on a separate piece of flip chart paper. Each group gets a flip chart page and people in that group brainstorm items in that category.
- After two or three minutes rotate the flip chart papers to the next group. Each group brainstorms a second category.
- Keep rotating the categories until each group has had a chance to brainstorm in each category for two or three minutes.
- Post the flip charts on the wall for the whole group to see and use later.

Gallery Walk

This is similar to Carousel brainstorming. But for Gallery Walk put the flip chart papers on the wall – with one category written on each page. The groups walk around from paper to paper, brainstorming as many items as possible in each category in two or three minutes.

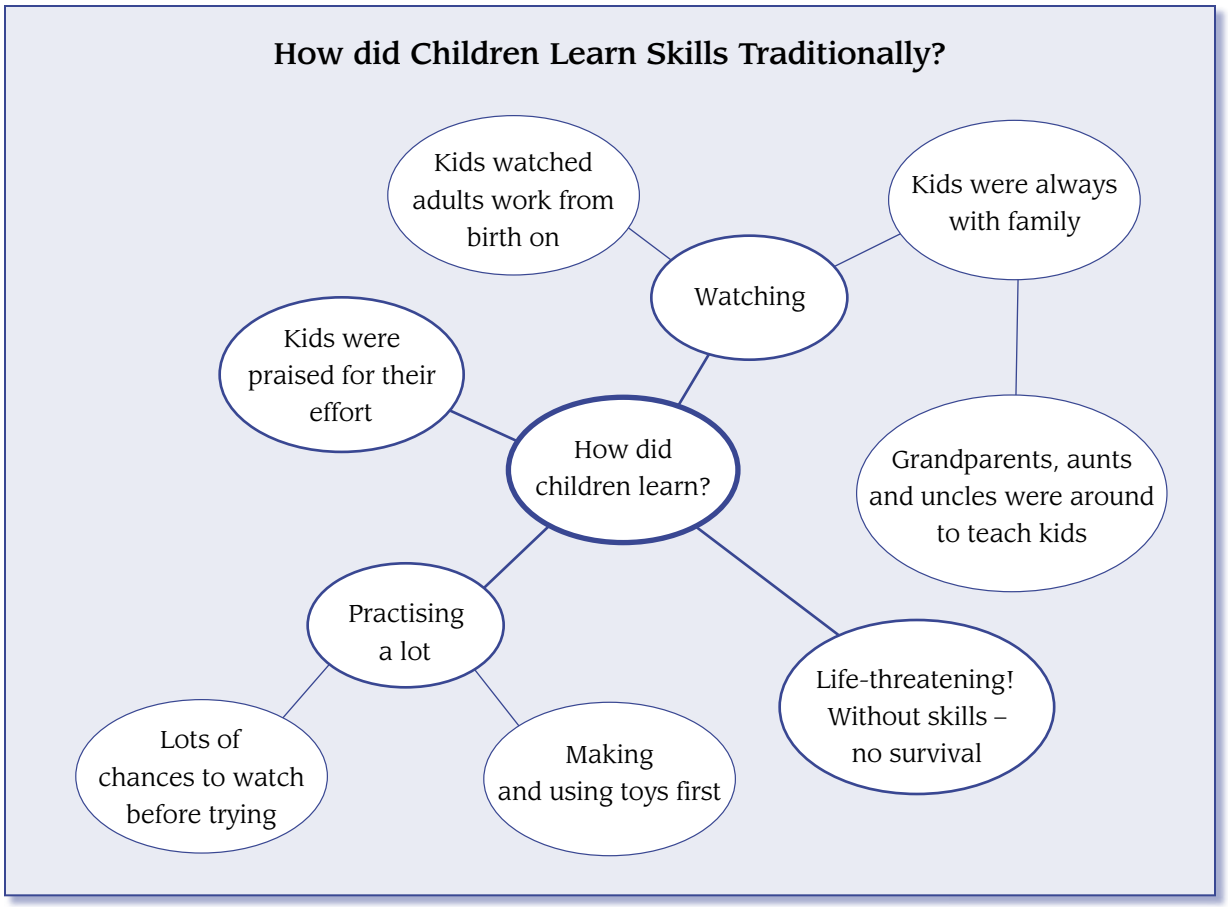
Drawings

People can use drawings to represent their ideas. For example, use drawings to brainstorm a list of traditional tools. Or use 'impact drawings' to represent feelings and issues. The group might pose questions such as "What thoughts and feelings did you have about the election results?" or "How did your group project go?" and "What would you change next time your group works together?". People can do individual drawings or a small group of three or four can do a drawing together, discussing and evaluating a process or project as they plan the drawing.

Flow Chart

Use flow charts to show how one idea links to another. Put the issue you are brainstorming in the middle and let the ideas flow from there.

Example Flow Chart:

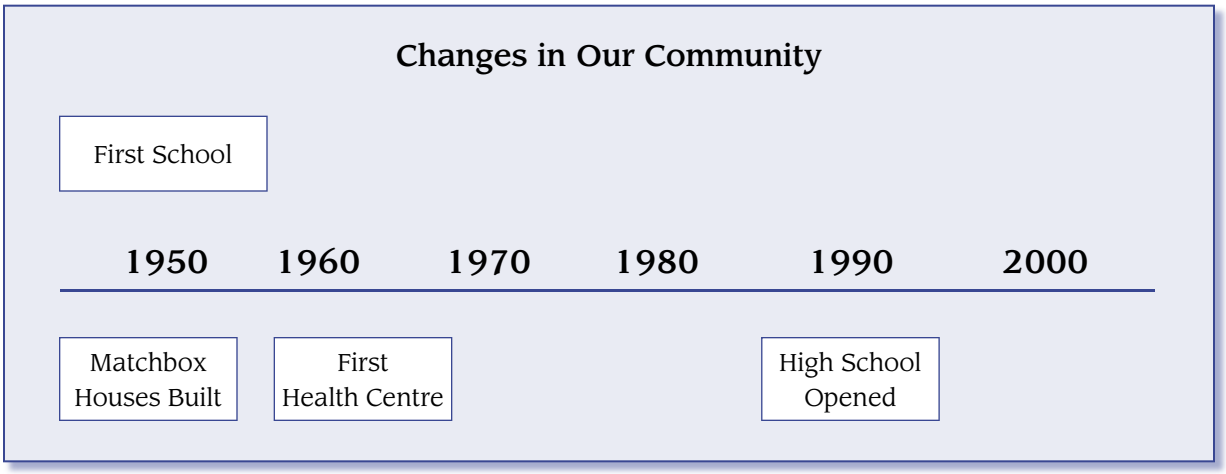


Historical Timeline

If you want to brainstorm what happened over a period of time, you can use a 'timeline' approach.

- Put a long narrow piece of paper on the wall or floor or use a blackboard. Draw a line to show the passage of time.
- Write dates on the line – dates that apply to the period that you are studying.
- Give everyone in the group sticky notes or scrap paper and tape.
- As they think of things that happened during that period, people write them on the papers which they stick on the appropriate date on the timeline.
- Instead of timelines you could try time circles or time spirals, depending on how you view the passage of time.
- People could do individual timelines of their own lives or the lives of their family members.
- **Idea:** Brainstorm using a timeline at the beginning of a literacy program to explore what people know about their community. The group may be inspired to learn more about the community. Keep this timeline and then do another one at the end of the project to show how much information the group has learned during the program.

Example Timeline:



Matrix

A matrix is a table that shows relationships. Give the group a blank table with headings only and guide them in brainstorming to fill in the categories along the top and down the left side. This can be started at the beginning of a project and more information filled in as the group learns more.

Example Matrix:

Work Within the Family						
	Men		Women		Children	
Who looks after…	100 years ago	Now	100 years ago	Now	100 years ago	Now
Food						
Clothing						
Shelter						
Transportation						
Child raising						
Fun						
Teaching/ learning						
Spiritual life						

Journal Writing

Journal writing shares many characteristics of oral language and can be considered a bridge between oral and written communication.

Journal writing provides learners with a chance to write about their own interests, feelings, reflections or opinions without focusing on the mechanics of writing: spelling, punctuation, grammar and sentence structure. It allows learners who are hesitant to write to become more relaxed and confident about writing. Journal entries can serve as stimuli for longer, more formal pieces of writing.

Journal writing allows learners who are hesitant to write to become more relaxed and confident about writing.

Learners' journals are usually considered private and are not read by others except with permission. The focus of a journal is on the content, on the learner's thoughts and reflections; usually the literacy facilitator does not correct journals.

There are a number of compelling reasons to use journal writing in all types of adult learning situations. Journal writing:

- encourages regular writing practice;
- fosters critical thinking and reflection;
- gives the facilitator a glimpse into learners' lives and helps in understanding outside impacts on their learning;
- allows the facilitator to see how learners are processing the learning activities; and
- and allows learners to share input and suggestions about the class or program.

Use notebooks, folders, diaries or loose-leaf binders for journals.

The idea of journals is to encourage free writing with little direction and correction, but some beginning literacy learners may not want to write because they feel they don't know how. From past educational experiences they might expect correction in all their writing attempts. Facilitators can compromise with learners who want correction by noting errors in spelling and writing mechanics and teaching mini-lessons on these topics later. Tell learners why you are teaching these structures. If learners give permission, the facilitator might use a piece of learner writing on an overhead to show common errors and to teach a writing structure or spelling lesson.

Before journal writing, have the group brainstorm potential vocabulary for the topic and write the correct spelling on the blackboard. Encourage learners to try to spell words they want to use (invented spelling). As learners gain confidence, they will see that perfect spelling is not necessary for understanding. Facilitators can use their responses to learners' journal entries to model correct writing structures and spelling. Point out this technique to learners so they can compare their sentences to your responses.

Ideas for Beginning Literacy Learners[1]

- Ask the learner to respond mostly in pictures. For example the learner might draw his family and write the ages and names of each person.
- Ask the learner a question in the journal and then write a model response with blanks for the learner to fill in. Even writing the date, his name and "Dear _____" can be a good beginning.
- Write short broken-line journal entries for the learner to trace over and include a few blanks to be filled in. This will allow learners who are not yet comfortable holding a pencil and writing letters to work on the same activities as others in the group with more advanced literacy skills.
- If learners are beginning to write in a second language, the facilitator could write to them in the second language but the learner could respond in her first language until she becomes more proficient in the second language.

[1] From *Getting Started: Dialogue Journal Writing with Semiliterate Adult ESL Students*, by David Spener, in *Writing our Lives* edited by Joy Kreeft Peyton and Jana Staton, published by Centre for Applied Linguistics, 1996.

Types of Journals

Personal Journals

In personal journals learners explore their thoughts and feelings, knowing that they can decide whether to share their writing with others or not. The facilitator might suggest a topic or pose a question, but learners should be free to choose their own topics if they prefer. Learners can use personal journals to voice difficult personal issues or explore ways of solving problems.

Facilitators can use their responses to learners' journal entries to model correct writing structures and spelling.

Beginning writers might combine pictures with words to express their ideas or dictate their journal to another learner or to the facilitator.

Reading Response Journals[1]

In a reading response journal, learners respond to a longer text they are reading or having read to them. This strategy directly links reading to writing about a particular text. It encourages learners to become more involved in their reading, to monitor their level of understanding and to reflect on the text. It focuses on critical thinking and inference, rather than on factual recall of a text. Reading response journal entries can be used as stimulus for longer pieces of writing. The facilitator can meet the needs of multilevel groups by challenging learners to respond to different questions at their own levels.

After reading one chapter or section, learners might predict what will happen next, relate the reading to their personal experience, question, analyze or compare the reading to other works. At first the facilitator can suggest ways to get started:

- I predict that…
- I wonder why…
- I don't understand…
- I noticed that…

[1] From *Whole Language and Adult Literacy Instruction*, by Paula Davies and Ann McQuaid, published by Ministry of Advanced Education, Training and Technology, BC. 1991.

Another approach is to ask learners to take the role of one of the main characters and to write about what they would do next if they were that character. Learners can compare their predictions with others in the group before reading the next chapter or section.

Learners can volunteer to read their entries aloud to show the range of different observations and insights in a group, all of which are legitimate and valid.

Parenting Journals[2]

Journal writing is a great way for parents to keep track of their children's development, things that happen to their kids, or the joys and challenges of parenting and their feelings about these experiences. The literacy group might combine parenting journals with a study of traditional and modern parenting practices. Guest speakers and readings may offer new approaches and options to parents with different parenting challenges.

Computer or E-mail Journals

For groups that are focusing on building computer skills, any journal technique can be done on the computer or through e-mail.

Learning Journals or Logs

Learning journals are an opportunity for learners to reflect on issues or topics that the group has explored. They might write learning logs after a discussion, a reading, a visit from an Elder, or after watching a video. Learning journals can be used in content-areas such as math, computers or science. If learners share their entries with the facilitator, it provides insight into what the learners are getting from activities and what direction should be taken in the future. Learners could also share learning logs with each other, followed by a discussion of their ideas.

Learning logs can be used to reflect on learning processes and strategies. As learners become aware of their own learning and thinking processes, learning logs can help them analyze the strategies they use and that work best for them. These strategies will be used by learners in further developing their literacy skills.

[2] From *Handbook for Literacy Tutors*, by Chris Harwood, published by People, Words and Change and Ottawa – Carleton Coalition for Literacy, 1999.

When learners first use learning journals, prompts may help them get started:

Sample Prompts for Learning Journals[1]:

- Today I learned _____.
- When I'm able to do the assignment, I feel _____ because_____.
- Of the work we've done lately, I'm most confident about _____ _____.
- My plan for what I will do tomorrow is _____ _____.
- What I still don't understand is _____ _____.
- When I'm having trouble with assignments, I _____ _____.
- When I don't understand what the facilitator is saying, I _____ _____.
- When I get discouraged or bored with learning material, I _____ _____.
- When I see little progress in my work, I _____ _____.
- What inspires me to keep going is _____ _____.
- What helps me learn is _____ _____.
- What keeps me from leaving is _____ _____.
- I learn best when _____ _____.
- The best facilitator for me is one who _____ _____.

[1] Adapted from *Dimensions of Change and Authentic Assessment Guidebook* by Clarke and Schneider, published by Peppercorn in 1999.

Double Entry Journals[3]

Double entry journals combine factual note taking with commentary. On the left hand side of the page learners take factual notes as they listen to a presentation, watch a video, read a book or article or visit a place. On the right hand side of the page learners write comments, questions, key words, concerns or observations. After the activity learners can use their double entry journals as the basis for a group discussion or debriefing.

Dialogue Journals[4]

In dialogue journals learners regularly carry on written conversations with a partner: a group member, the facilitator, tutors or others outside the group. Each learner writes a journal entry and then exchanges with a peer or gives the entry to the facilitator. The person reading the journal entry then responds and hands it back to the original writer. This continues as long as both partners remain interested. Dialogue journals offer an opportunity to learn about the structures of letter writing in a safe and relaxed format.

If the dialogue is between the facilitator and the learner, the facilitator's language should match or be just slightly beyond the learner's literacy level. Without actually correcting journal entries, facilitators can model correct forms of writing in their responses. Dialogue journals are an excellent way for a facilitator to get to know learners better, to get insight about their learning needs and to get information that leads to differentiated instruction (see Differentiating Instruction 3-2.1).

Learners and Elders can write journal entries to each other to help build Inuktitut writing skills.

[3] From *Educating for Change, Community-Based/Student-Centred Literacy Programming with First Nations Adults*, an instructor's handbook, by Carmen Rodriquez, 1994. Distributed by K'noowenchoot Centre Aboriginal Adult Education Resources, Salmon Arm, BC.

[4] From *Dialogue Journals: Interactive Writing to Develop Language and Literacy* by Joy Kreeft Peyton, National Centre for ESL Literacy Education (NCLE).

Language Experience Approach

"It felt as if my point of view was valued when I learned to read and write through telling my own stories."

What is the Language Experience Approach (LEA)?

In this strategy the learner dictates a story orally to a helpful partner or literacy facilitator. Her partner writes down her words exactly as she speaks them. Later, the learner practices reading her own words back to herself and/or the partner who scribed her words. Different learning activities can be created based on the learner's story.

Who is LEA Intended For?

This is a strategy that works well with learners who are just beginning to read and write, but who speak a language well. It can be used for learners of all ages.

What are the Benefits of Using LEA?

The LEA shows the link between speaking, listening, writing and reading. It develops sight word vocabulary in a meaningful context.

Using learners' own words shows respect for their ideas, language and ways of thinking. Reading and writing about their own experiences builds confidence and increases motivation.

The LEA works well in multi-level upgrading classes – learners with beginning literacy skills have as many ideas to speak and write about as those with stronger literacy skills. The LEA allows them to participate fully in whatever topic or theme is being studied.

The LEA works well in both Inuktitut and English.

How Does the Language Experience Approach Work?

- The learner and facilitator decide on a topic together.
- At first, the learner may lack confidence or may not be sure of how LEA works. To start, ask the learner to talk about something that is important to her: what she did yesterday, activities she enjoys doing or stories about her children.
- Chat casually about the topic and write down a few key words while she is talking.
- Then ask her to retell the story. Write the story the way she tells it – this becomes her LEA story. You can start with the learner dictating only a few sentences.
- Later, when the approach is more familiar, move on to creating longer stories. Move from personal stories to texts about the theme the class is studying.
- The learner tells her story and you write her words. While you work together, sit beside the learner so she can watch you write down her words.
- Write the story in the learner's exact words – don't change the way she expresses a thought or adjust the grammar.
- As the learner becomes more familiar with the process, talk through ideas, discuss, and ask questions. Review the ideas and have the learner decide where to begin, what goes in the middle and how to end the story. Read the story aloud and ask if the learner would like to make any changes.
- When the story is finished, read it back to the learner. Follow along the lines of writing with your finger.
- If you start with small passages, the learner will be better able to remember what she said.
- Read the story back to the learner several times; ask her to read along with you when she's ready.
- When you hear the learner gaining confidence, lower your voice whenever possible, so she is reading on her own.
- Soon she will be reading the story herself, with you helping only with some hard words.
- Read with expression! The learner will model your expressiveness.
- There are different reading techniques:
  - You read one phrase or sentence, the learner copies.
  - You read together – echo reading.
  - The learner reads and you assist.

Using the learners' own words shows respect for their ideas, language and ways of thinking.

- LEA can be used in small group work. A group member with stronger literacy skills may be happy to be a helpful partner and record her friend's words. In order for LEA to be consistently used with peers, groups need to explore their individual strengths together. Group members should understand that everyone has strengths. Those with weaker literacy skills need opportunities to demonstrate their strengths in other areas.

Then What? How Else can I Use the Learner's Story?

Sight Words

The learner chooses words he wants to learn to read independently from his story. He writes each word on a card. Five words are enough per session. As you work together, the learner will build up a bank of personal sight words. He practices the words regularly until he recognizes them consistently. Put words he always recognizes in one pile and new words in another. That way, the learner can see his progress.

Create a Word Bank

Put the word cards in a small file box. When ready, the learner puts them in alphabetical order and adds new words as she learns them. Another choice is to make a personal dictionary.

Word Find

Have the learner find specific words in his story. He can also look for those words in newspapers, magazines or flyers – and circle or highlight them.

Copying

He copies the 'word find' words or types them on the computer. He can copy the whole story.

Phonics

- Work on phonics and word families, if this approach helps the learner. Phonics helps some learners to see the patterns in language.
- But, some learners may have learning problems related to auditory processing. Phonics practice won't work for these learners.
- Word Families: If the learner chooses a sight word 'bat' from his story, help him develop word families: fat, sat, cat, mat, hat, rat.
- Don't teach phonics in isolation – only teach phonics related to words he encounters in his reading.
- The learner can look for words that rhyme or words that begin with the same sound.

Scrabble Letters

The learner tries to make as many words as possible from Scrabble letters chosen for him. For Inuktitut syllabics, the facilitator could make syllabic scrabble pieces.

Word Analysis Skills

Show the learner word analysis skills – break down compound words into their parts, identify root words, prefixes and suffixes, plurals, contractions, abbreviations. Break words into syllables.

Find the Beginning and Ends of Sentences

Point out how sentences work – that they begin with a capital and end with a period. Ask the learner to find the sentences in the story.

Record the Story

The learner practices listening to the recording and following the written copy in his own time. Suggest that he runs his finger under the words as he listens to the recording.

Type the Story on the Computer

The learner should practice reading both cursive writing and print.

Cut the Story into Sentence Strips

The learner can rearrange the strips and match words, phrases or sentences to the complete story. You can encourage him to make a new story or sentences by rearranging the parts.

Use Popular Songs

Type up a familiar song which is also available on audio tape or CD. Have the learner follow along, running his fingers under the words. Then create sentence strips from each line and ask the learner to put them in order.

Play with Sentences

Write a sentence strip. Then write each word from the sentence on separate cards. Ask the learner to place each word, in turn, over the same word on the sentence strip.

Patterned Sentences

Take one of the learner's sentences and show him how to substitute words to make a different sentence.

Examples of Patterned Sentences:

Johnny tried to hurry to catch up to my friends and me.
The learner might choose to substitute 'dog' or 'brother' –
Johnny tried to hurry to catch up to my brother and me.
Johnny tried to hurry to catch up to my dog and me.

or

I am really good at fixing Hondas.
I am really good at making cakes.
I am really good at playing hockey.

Cloze

Rewrite the story, but leave some blanks (one per sentence or less). Dictate the story and the learner fills in the blanks as you read. Choose words from the learner's vocabulary cards or words he is familiar with.

Prediction

Show the learner how to predict the meaning of words in context. Suggest that when she reaches a word she doesn't know, she should read to the end of the sentence and then try to guess what word would make sense.

Can I Use the LEA with the Whole Class?

Yes! Begin with an oral discussion about the topic of the day. After everyone feels comfortable and familiar with the topic, ask the group to make up a story about the topic. Record what each person says. Read back what you have written and ask for input. Sentences may have to be rearranged to make sense. Slowly work through this process until you have a complete story that everyone is happy with. Type the story on the computer, record it orally, and use the text and recording for whole class learning.

Later, when some learners are more confident, they can take turns writing what the group dictates.

Texts for Beginning Readers

In multilevel classes, it can be challenging for literacy facilitators to find reading material related to the theme the class is studying that is at an appropriate level for learners with less developed literacy skills. Here are some places you might find theme-related texts for beginning readers:

- Learner writing – writing from previous ABE or literacy classes, or collections of learner writing such as *Nunavut Writes* (available from the Nunavut Literacy Council)
- Songs, poems, rhymes
- Photo essays
- Oral histories, letters, diaries
- Games and puzzles
- Maps, graphs, diagrams
- Flyers, catalogues, junk mail
- Public notices and signs
- Learners' personal mail: bills, letters from the government or other authorities
- Forms – applications for work, housing, etc.
- Instructions, directions, schedules, itineraries
- Telephone books, TV Guides, menus, brochures or leaflets on health, legal rights, banking, etc.
- Newspaper headlines, book and magazine titles, subtitles, captions of photographs and graphics
- The Northern Edge. Produced by the NWT Literacy Council www.nwt.literacy.ca. Click on "The Northern Edge".
- Dialogue journals – written between peers or between instructor and learner
- Elementary or high school text books
- Easy readers – such as those available from Grass Roots Press (see Other Places to Find Information and Resources 7-1.1)
- Learner-created newspapers (see examples 3-20.3)
- Facilitator-generated texts based on class discussions on the theme

> ***Text*** *is any written or printed material*

Learner-chosen Reading Material

Have available a variety of reading materials on the current theme of study. Encourage learners to choose their own reading material. The 'Five Finger Method': Ask the learner to choose a text that looks interesting and read the first page. If she has difficulty understanding five words on the page, it is too hard to read independently.

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Learner-generated Texts

Use learner-generated texts from peers or from other literacy classrooms as reading material for the classroom. These texts are written at a reading level that is suitable for most learners. Learners are often inspired and interested by the lives of learners from other communities in Nunavut (who they may be connected to in some way) and by learners from places outside Nunavut. The following is a list of learner writing resources:

- **Story of the Week:** National Adult Literacy Database (NALD). NALD posts a new adult learner story every Monday on their web site. Click on "ARCHIVE" at the bottom of the page to access previously posted learner stories from all over Canada. http://www.nald.ca/story/story.htm
- **Writers' Voices:** New York Public Library. This site has short stories written by adult learners in the New York City area. http://literacy.nypl.org/journal/home.cfm
- **Pearson Adult Learning Centre:** This is an excellent adult learning site for instructors and learners. On the home page click on the pull down menu "Search" and then click "Our Site" type "learner writing" in the search engine. http://palc.sd40.bc.ca/palc/Index.htm
- **Nunavut Writes:** This is a Nunavut Literacy Council publication of the winning stories from the Nunavut Writing Contest by Nunavummiut. Copies are available through the Nunavut Literacy Council.
- **Voices of Canadian Literacy – the text book.** Lee Weinstein and the John Howard Society of Canada. ISBN number: 0-9689335-0-5. The textbook contains stories gathered from learners across Canada and includes feature chapters devoted to notable Canadian literacy programs. Black and white photographs appear throughout the text. A student workbook is also available with exercises to stimulate student reading and writing. A teacher's guide is included with the workbook. This resource is available from Grass Roots Press: http://www.literacyservices.com.

Facilitator-generated Texts

Literacy facilitators can produce engaging reading materials relevant to the theme the class is studying. Because facilitators know the learners' vocabulary and reading level, they can produce texts that are appropriate for beginning literacy learners. As the learners' literacy skills develop, they can be challenged with progressively more complex texts.

The text could be a short summary of a class discussion or brainstorming session in letter, diary, news article or short story format. When the direct words of the learners are used in the text, their own words and ideas are legitimized, the language is familiar and easier to access, and there is a direct link between the spoken word and the symbols on the page.

Compared to commercially-prepared easy readers, the ideas in a text based on issues and ideas the class is exploring can be far more complex and engaging.

While learners with more advanced skills are reading excerpts from books, magazine or newspaper articles or academic texts, beginning literacy learners can be reading a facilitator-generated text on a similar topic.

For facilitator-generated writing try:

- **Pearson Adult Learning Centre:** This is an excellent adult learning site for instructors and learners: http://palc.sd40.bc.ca/palc/teachwrite/real-jam.htm

Newspapers for Learners

Here's a list of newspapers and magazines for learners that can be used as reading material or as models for groups of learners who would like to produce their own newspapers:

- **The Northern Edge:** a fun interactive online literacy magazine produced by the NWT Literacy Council. It includes interesting northern-based information and interactive quizzes. Instructions on using the newspaper are very clear. A voice reads the text in the articles you choose and the type changes colour as you read along with the voice. www.nwt.literacy.ca. Click on "The Northern Edge".
- **English Express:** this literacy newspaper is produced by Alberta Learning and is free for schools, libraries and agencies in Nunavut.

  Community Programs, Alberta Learning
  8th Floor, 10155-102 Street
  Edmonton, AB T5J 4L5
  Tel: 780-415-0388, Fax: 780-422-1297
  E-mail: renate.oddy@gov.ab.ca

- **First Time Readers:** a newspaper written in plain English for easy reading produced by the Literacy Development Council of Newfoundland and Labrador. Back issues are available:

  Literacy Development Council
  Box 8174, Station A
  St. John's, NL A1B 3M9
  Tel: 709-738-7323, Fax: 709-738-7353
- **The Learning Edge:** an interactive literacy magazine, a project of the Wellington County Learning Centre in Arthur, Ontario, Canada, in partnership with AlphaPlus/AlphaRoute. http://www.freespace.net/%7eliteracy/edge
- **Learners in Action:** a newsletter about literacy learners' issues, published by The Movement for Canadian Literacy as part of MCL's Learner Advisory Network.

  Movement for Canadian Literacy
  180 Metcalfe Street, Suite 300
  Ottawa, ON K2P 1P5
  Tel: 613-563-2464, Fax: 613-563-2504
  MCL's "Learner Section" on their web site www.literacy.ca/lan/lan.htm
- **Consumer Aware:** a consumer issues magazine in plain language, published by the Consumers' Association of Canada.

  267 O'Connor Street, Suite 404
  Ottawa, ON K2P 1V3
  Tel: 613-238-2533, Fax: 613-563-2254
  E-mail: info@consumer.ca
- **The Change Agent:** a newspaper devoted to social justice news, issues and ideas produced by the New England Literacy Resource Centre. http://www.nelrc.org/changeagent
- **The Key:** an American newspaper for new readers. http://www.keynews.org
- **News for You:** an American weekly newspaper written in plain language, published by New Readers Press, includes a weekly teaching supplement. http://www.news-for-you.com/index_h.html

Overview of Reading Strategies

Pre-reading Strategies	*Reading Strategies*	*Post-reading Strategies*
• Inspire and motivate • Determine purpose for reading (What do I want to know?) • Relate content to personal experience • Access prior knowledge • Introduce new vocabulary • Build knowledge about text types • Introduce new concepts • Make predictions • Pre-question • Set direction for reading	• Make predictions • Match reading style to rate and purpose • Ask questions • Visualize and draw • Inference • Share analogies, making links to prior knowledge • Discuss • Monitor comprehension • Self-correct • Use fix-up strategies, ie. re-read • Summarize sections • Evaluate while reading • Decode words • Skim • Scan • Divide text into manageable segments • Look for main ideas	• Retell • Discuss new information • Organize information – using graphic organizers or frames • Review – Were pre-reading questions answered? • Summarize • Respond to the text • Represent – art, drama, music, writing • Relate or connect – to own life or other situations • Criticize • Interpret • Hypothesize – What would have happened if… • Look for assumptions • Identify facts or opinions • Interpret • Imagine another ending or what the author is like

SQ3R Reading Method

Steps	*How to*
Survey Briefly survey the whole text before you read.	• The title, headings and subheadings. • Captions under pictures, charts, graphs or maps. • Read the introductory and concluding paragraphs.
Question As you are surveying…	• Turn each heading and subheading into a 'wh' question: what, where, when, why, how. • Think about the question so it stays fixed in your mind. • Ask yourself, "What do I already know about this subject?"
Read As you read…	• Look for answers to the questions you raised. • Reread captions under pictures, graphs, etc. • Note all the words or phrases that are underlined, in bold or in italics. • Study all the graphic aids: maps, graphs, pictures. • Slow your reading speed down for difficult passages. • Stop and reread parts that are not clear. • Read only one section at a time; then recite after each section.
Recite After you've read a section…	• Orally ask yourself questions about what you've just read. Summarize in your own words. • Underline or highlight important points you've read. • Take written notes, but use your own words. • Make up your own examples. • Use as many senses as possible: seeing, saying, hearing, writing.
Review An ongoing process…	• When finished reading the whole text, review your notes to get an overview of the points. • Cover up your notes and state the main points under each heading.

Here's a link to another version of SQ3R:
http://www.dartmouth.edu/~acskills/docs/sq3r_method.doc

DRTA or DLTA (Directed Reading Thinking Activity or Directed Listening Thinking Activity)

Begin by practising DRTA and DLTA with the whole group, starting with short reading or listening passages. Explicitly go through all the steps, guiding learners through forming questions, making predictions and confirming or rejecting their predictions. DRTA/DLTA helps people make inferences and set a purpose for their reading and listening, as well as activating their prior knowledge about a topic. The strategy should be taught over time with the facilitator gradually reducing support as learners are ready to use it independently as they read and listen.

> ***DRTA/DLTA*** *is a reading or listening strategy that encourages learners to use their background knowledge to predict what might happen next in a story or in content-area knowledge. As learners read or listen, they evaluate and revise their predictions based on the new information they are taking in. DRTA/DLTA encourages learners to be actively involved in their reading or listening.*

DRTA/DLTA can be used as a general model for teaching in different content areas. For example, learners could be presented with a science principle or a political issue and asked to make predictions about its properties, implications or outcomes.

DRTA (Directed Reading Thinking Activity)

- The facilitator chooses a reading passage that can be broken into short sections at natural breaks or pauses in the reading.
- Learners scan the title, subtitles, pictures, graphics, table of contents, sidebars and other text features and decide what the reading will be about and what they know about the topic.
- The facilitator asks learners to predict what the text will be about and to support their predictions. The facilitator can pose questions such as:
  - What do you think the reading will be about?
  - What do you think will happen in the story?
  - Why do you think so?

- The learners read the first section of the text, keeping their predictions in mind as they read.
- The learners confirm or reject their predictions, giving evidence from the text that supports their ideas. The learners can discuss the information in the text that proves or disproves their predictions.
- The cycle is repeated with the next section of the reading and continues until the whole passage has been read.
- The facilitator models her own use of the strategy, thinking aloud her predictions with evidence and confirming or rejecting her predictions.

> ***Scanning:*** *Reading or looking at something quickly in order to find specific information.*

DLTA (Directed Listening Thinking Activity)

You can use this same strategy with listening activities. Follow the same steps as above when presenting information orally or listening to taped radio or TV programs. Stop talking or stop the tape at a natural place to pause and ask for predictions. Continue through the cycle, predicting and confirming or rejecting predictions until the listening activity is complete.

The facilitator could make up a chart such as this one to help move learners towards independent use of DRTA.

Prediction Chart		
Section	***I predict***	***What Happened...***
1	My prediction: Why?	Was my prediction correct? Proof?
2	My prediction: Why?	Was my prediction correct? Proof?
3	etc.	etc.

Collaborative Reading[1]

Collaborative reading is an interactive strategy that increases readers' engagement with the text.

Collaborative Reading is done in pairs or triads (groups of three). This strategy helps learners relate the text to prior knowledge. It also develops listening, summarizing and clarifying skills. Collaborative reading can be used in reading stories or narrative texts or in reading content-area expository texts which can often be more difficult for learners to understand. This strategy encourages learners to interact with peers to find meaning in a text.

Steps in the Strategy:

- Each partner takes a turn reading a section of the text aloud.
- The first reader stops reading after a short passage and comments on the reading so far. The passage could be a sentence, several sentences or a paragraph depending on the difficulty of the text.
  - He connects what he has read to a personal experience or idea. A prompt might help some learners: "It reminds me of…"
  - He summarizes – stating the main idea in his own words.
  - He clarifies – identifies any difficult sections or vocabulary and attempts to fix-up his understanding or asks for help from his partner.
- The listener then comments on the reading and on the points the reader has made.
- Then the roles switch and the listener becomes the reader.
- The cycle of reading, speaking, and listening continues until the end of the story or text.

> ***Think Blank Strategy***
> *Good readers don't read every single word in order to understand a text. Encourage learners to think 'blank' when they come to an unfamiliar word, and continue to read to the end of the sentence. Then they think of words that would make sense in that blank. They check the first letter of the word to see if it matches one of their guesses.*

[1] Adapted from *Success for all Learners: A Handbook on Differentiating Instruction*, produced by Manitoba Ministry of Education and Training, 1996.

Strategy for Beginning or Non-readers

Learners work in a group of three. Two readers follow the steps in Collaborative Reading. The beginning or non-reader acts as a listener, following along while the others are reading. When the readers are finished reading the whole passage and have made their comments, the listener comments, clarifies and summarizes.

Reciprocal Questioning[1]

Reciprocal Questioning helps to develop a 'community of learners'.

Reciprocal Questioning is an interactive strategy through which people become actively engaged in reading a text. It can be used in all subjects and content-areas to help learners get personal meaning from narrative or expository texts. Apply the same strategy to listening and viewing tasks when working with video or audio recordings that can be paused for discussion.

Reciprocal Questioning can be done in pairs, small groups or between a learner and facilitator or tutor.

Modeling the Steps

The facilitator models this strategy with the whole group until learners are familiar with the strategy and comfortable using it in pairs or small groups.

- The text the group is reading could be put on an overhead projector and uncovered passage by passage as the reading progresses.
- The facilitator and learners read a passage of the text aloud or silently. Depending on the difficulty of the material, the passage might be only one sentence, several sentences or a whole paragraph.
- The facilitator begins with the role of questioner, and after modeling the strategy several times, passes the role to individual students.
- The facilitator asks questions about the short passage they just read and the learners answer. The questions may stimulate a discussion.
- The whole group reads the next section and the facilitator poses questions on that section, which the rest of the group answers.
- When they are familiar with the process and ready, individual learners act as the questioner.
- The facilitator helps learners make connections between their prior knowledge and the information in the passage, models good questions and clarifies and extends learners' thinking.

[1] Adapted from *Success for all Learners: A Handbook on Differentiating Instruction*, produced by Manitoba Ministry of Education and Training, 1996. Also from *Teaching Adults to Read* by Pat Campbell, published by Grass Roots Press in 2003. And from *Instructional Strategies* by Debbie Purton, prepared by Parkland Regional College, Saskatchewan, in 1990.

- The reading continues with the role of questioner changing with the reading of each passage.
- When several passages are completed, the group stops and predicts what will come next in the text.
- When they finish reading, learners check and clarify their predictions.

Independent Use of Reciprocal Questioning

- After several sessions of practising Reciprocal Questioning, learners work in pairs or small groups reading texts independently.
- The pair or group reads a passage of the text aloud or silently.
- One learner poses questions related to the first passage and the other(s) answer and discuss as needed.
- The pair or group reads the next passage and the roles change – another person poses the questions.
- The role of the questioner changes in this way until the whole text has been read, following the steps modeled above.

Extending Reciprocal Questioning

The facilitator models various types of questions from the categories listed below. As learners become more proficient readers, they move towards more complex questioning and discussion.

Reading on the Lines: answers are found in the text. Questions about content, unfamiliar vocabulary or sentence structure might be posed in the quest for understanding.

Reading Between the Lines: answers can be found by inference, using clues to make connections, or by problem solving.

> ***Inference:*** *'Reading between the lines.' A conclusion formed based on the information you have.*

Reading Beyond the Lines: answers can be found by using what you already know, linking that knowledge with the information in the text.

Use Reciprocal Questioning in reading novels, newspaper articles and other texts in Inuktitut or English. Use this strategy in content-areas such as science, Inuit studies, accounting or to promote discussion in solving math problems.

Self-questioning Strategy[1]

Model this self-questioning strategy for learners until they are ready to use it independently. The purpose is to focus readers and help them find and remember information in a text.

The Steps

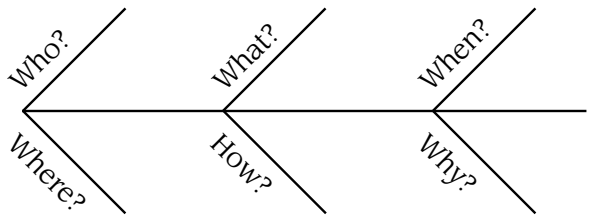
- Read the passage asking the "WH" questions:
  - Who is involved?
  - What did this person or group do?
  - Why did it happen?
  - Where was it done?
  - When did they do it?
  - How was it done?
- Answer the questions as you read.

Recording the Answers

The facilitator can show learners different ways to answer the six questions:

- Create symbols that correspond to each question. For example: a clock for 'where'. Draw the symbol next to the answer to the 'where' question in the text as you read.
- Write the question or the symbol on sticky notes and put them on the text beside the answer as you read.
- Create frames or graphics in which the learners can record their answers as they read. Vary the questions and the order of the questions depending on the text.

Who?	*What?*	*When?*	*Where?*	*Why?*	*How?*



[1] Adapted from *Teaching Adults to Read* by Pat Campbell, published by Grass Roots Press in 2003; and from *Instructional Strategies* by Debbie Purton, prepared by Parkland Regional College, Saskatchewan, in 1990.

Strategies for Teaching Main Idea

What is the Main Idea?

The main idea of a piece of writing is the central thought or message. The main idea refers to what a paragraph or an article is about. A main idea is:

- a complete thought
- that connects all of the ideas and the facts to each other; and
- sums up what is said in a paragraph, a section or a longer piece of writing.[1]

> ***'Topic' and 'Main Idea' – What's the Difference?***
>
> *Share this scenario with students to help them understand main idea and the difference between main idea and topic.*
>
> ***Imagine** yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they say they were talking about you. At that point, you have the **topic** but not the main idea. Undoubtedly, you wouldn't be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them until you knew the **main idea**, until you knew, that is, exactly what they were saying about your personality, appearance, or behavior. The same principle applies to reading. The topic is seldom enough. You also need to discover the main idea.*[2]

[1] How do you find a main idea? Retrieved from http://www.nv.cc.va.us/home/nmctaggart/dogwood/dogwood/understanding10.htm on September 30, 2004.

[2] Term: Main Idea. Retrieved from http://datahavenproject.com/~laflemm/reso/mainIdea.htm on September 30, 2004.

In a longer piece of writing the main idea is usually located near the beginning. In a paragraph the main idea may be located:

- in the first sentence
- in the last sentence
- in the middle of the paragraph
- in two sentences of the paragraph
- not stated in the paragraph directly (implied)

For example, look at the two following paragraphs[1]:

Animals living in the north have different ways of protecting themselves against cold. *Some animals grow heavy coats of fur. Others burrow into the ground where they are better protected from the weather. Some animals are hibernators. That is, they sleep most of the time to save energy when food is scarce.*

In winter, some animals grow heavy coats of fur. Others burrow into the ground where they are protected from the weather. Some animals hibernate in winter. That is, they sleep most of the time to save energy when food is scarce. ***There are many ways that animals living in the north protect themselves against the cold.***

In the above left paragraph, the main idea is expressed in the first sentence. In the paragraph on the right, the main idea is expressed in the last sentence. The sentences that express the main idea are not identical. However, the main message is the same: northern animals protect themselves against the cold in different ways. The other sentences in both paragraphs support this main idea.

Note: The main idea in the two above paragraphs is found in what is called the 'topic sentence' of the paragraph.

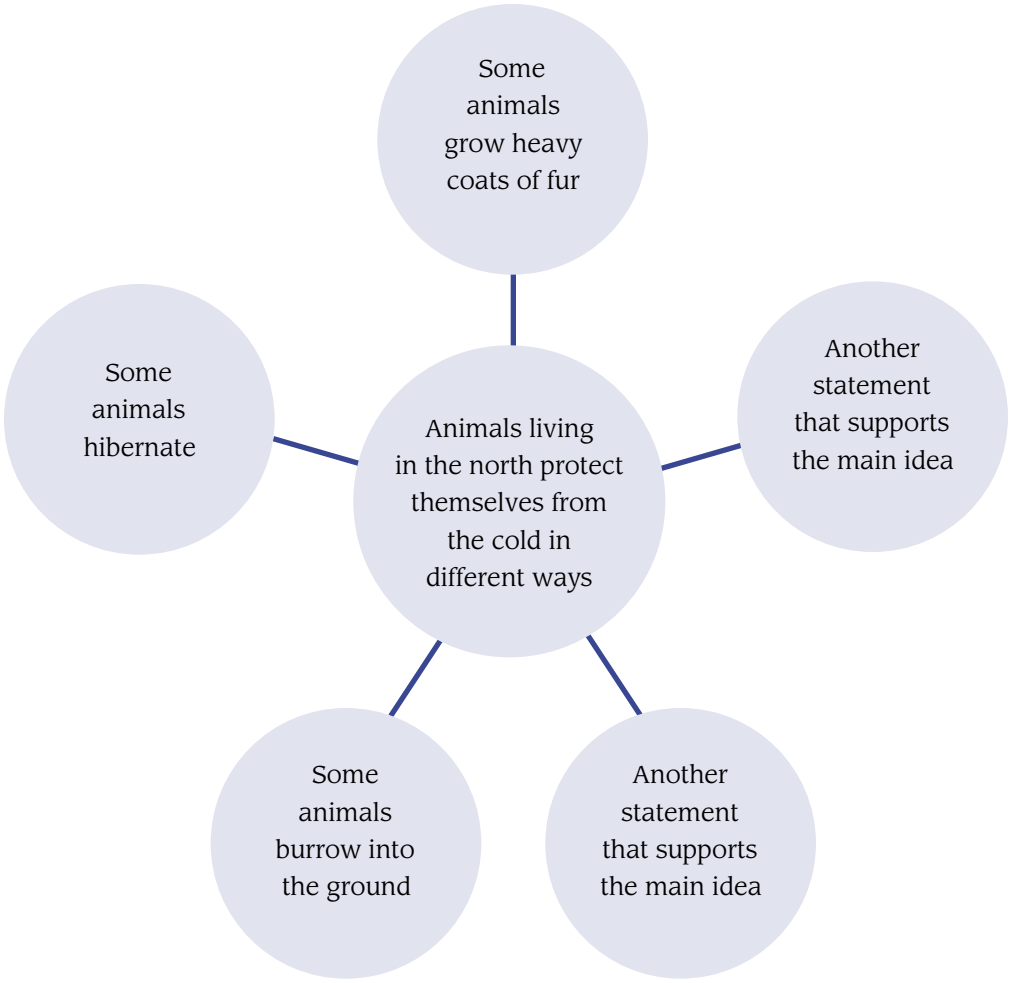
[1] Teacher Created Materials at buyteachercreated.com. Retrieved from http://www.buyteachercreated.com/estore/files/samples/TCM_estore/BTC/0466s.pdf on October 1, 2004.

Graphics:

Use graphics to show the main idea. Here are two examples:

Use a 'table graphic' to illustrate main idea and supporting details. Write the main idea on the table top and the supporting details on the legs.

Another graphic that can be used to demonstrate the main idea is a 'Sunburst'. We have used the preceding paragraphs to show how the main idea is illustrated using a sunburst. Other 'rays' can be added for larger paragraphs or articles.



Paragraph Analysis:

- Raise learners' awareness that the main idea is often located in a sentence at the beginning or end of a paragraph.
- Use sample paragraphs from books and articles that the group has been reading. Facilitator and learners analyze the paragraphs together to find the main idea. Hand out copies of the sample paragraphs or show them on an overhead projector.
- Next learners work in small groups to find the pattern of where main ideas are located in paragraphs from a familiar text. They highlight the sentence that expresses the main idea. Each group could work on a different text and share the main idea patterns they find with the other groups. Students can explain their claim of what sentence contains the main idea by using other sentences in the text that relate to and support the main idea.

A Strategy for Learners Who Like Math – An Equation[3]

The main idea is not always stated in a sentence within a paragraph or article. Sometimes the main idea is implied (not stated outright). The following strategy will work for some pieces of writing when the main idea is stated within a sentence in a paragraph or longer piece of text.

A **main idea** sentence has two parts: the **topic** and the **controlling idea**. Think of this as an equation:

Main Idea Sentence = Topic + Controlling Idea

MIS = T + CI

Refer to the two paragraphs on northern animals in the preceding pages. Apply the equation to the paragraph on the left:

Animals living in the north have different ways of protecting themselves against cold

=

Northern animals protect themselves against cold

+

Northern animals do this in different ways.

The **topic** of the paragraph is: *northern animals protect themselves against cold,* the **main idea** is: *northern animals protect themselves against cold* ***in different ways***.

[3] Adapted from *Finding the Main Idea in Bridging the Gap* by Brenda D. Smith at http://wps.ablongman.com/long_smith_btg_7/0,6739,122000-,00.html retrieved from http://vclass.mtsac.edu:920/readroom/Mainidea.htm on October 1, 2004

A Strategy for Learners with Higher Level Reading Skills[4]

The following exercise on how to find the main idea is suitable for learners who are able to work more independently and who have higher level reading skills.

Finding the Main Idea

1. As soon as you can define the topic, ask yourself "What general point does the author want to make about this topic?" Once you can answer that question, you have more than likely found the main idea.
2. Most main ideas are stated or suggested early on in a reading; pay special attention to the first third of any passage, article, or chapter. That's where you are likely to get the best statement or clearest expression of the main idea.
3. Pay attention to any idea that is repeated in different ways. If an author returns to the same thought in several different sentences or paragraphs, that idea is the main or central thought under discussion.
4. Once you feel sure you have found the main idea, test it. Ask yourself if the examples, reasons, statistics, studies, and facts included in the reading lend themselves as evidence or explanation in support of the main idea you have in mind. If they do, your comprehension is right on target. If they don't, you might want to revise your first notion about the author's main idea.
5. The main idea of a passage can be expressed any number of ways. For example, you and your classmate might come up with the same main idea for a reading, but the language in which that idea is expressed would probably be different. When, however, you are asked to find the topic sentence, you are being asked to find the statement that expresses the main idea in the author's words. Any number of people can come up with the main idea for a passage, but only the author of the passage can create the topic sentence.
6. If you are asked to find the thesis or theme of a reading, don't let the terms confuse you, you are still looking for the main idea.

[4] *Finding the Main Idea* strategy in text box retrieved from http://datahavenproject.com/~laflemm/reso/mainIdea.htm on October 1, 2004.

Summarizing Strategies

Ideas for Teaching Learners to Summarize

The facilitator models the summarizing process, thinking out loud while demonstrating it.

- Provide regular guided practice with different texts.
- Start with short paragraphs and work towards larger texts.
- Identify good summaries from a variety of examples.
- Practice evaluating summaries – including the learners' own summaries after they have some experience.

> ***Summary:*** *A summary is a shorter, concise version of an original text. It includes the main idea of the original text and some important supporting information or details.*

Summary Writing Guidelines

- Underline or highlight important words in the original text.
- Find the main idea of the text and a few important details.
- Delete repeated information and unimportant information.
- Combine ideas with the same subject.
- Categorize: Think of a category to replace lists of details eg. 'sea mammals' for a list that includes seals, belugas and narwhales.
- Remove details that are not about the main subject.
- Restate in fewer words.
- Write in complete sentences.
- Do not include personal opinions.

Web Sites on Writing Summaries:

http://www.turnerfenton.com/departme/English/strategies.htm

http://www.eqao.com/eqao/home_page/pdf_e/02/02P018e.pdf

http://www.masters.ab.ca/bdyck/Justice/Web%20page/Summary

Elements of Narrative

Why Teach Learners About Elements of Narrative?

Stories from different cultures and regions each have their own styles. In this section we will describe some of the common elements and predictable patterns of English narrative writing from western European and North American culture. Understanding the elements of narrative helps learners access the meaning of a story as they read. Understanding the elements and patterns of narratives also helps the reader to make predictions. Good readers predict as they read. This understanding also assists learners in developing skill in writing their own stories.

In the following pages we outline some basic elements of narrative – character, plot, setting, point of view and theme.

Character[1]

What are Characters?

Characters in a story can be people, animals or non-living things like the wind. The action in the story is developed through the characters.

> ***Character can mean:***
> *1. a person, animal or non living thing in a story or*
> *2. the qualities or personality of a person*
>
> ***Trait:*** *a specific quality of a person ie; honesty, generosity*

Most stories have only a few characters, two or three and rarely more than six. There is usually one main character in a story and the action usually revolves around him/her or it. No one is included in the story that is not absolutely necessary for the purposes of telling the story.

In short stories, not all traits of a character are told to the reader – only those traits that are important to the story. In longer stories and novels the personality and traits of a character are developed slowly but in a short story the author reveals or directly tells the reader about the character.

The author reveals the personality or traits of a character in four main ways:

- By author comment, where the author tells a person's actions and analyzes his character
- By a character's actions
- By a character's comments
- By what other characters say about him

Questions Learners Can Ask About Characters

For each story that you read, ask yourself these questions. They will help you understand the story.

1. What traits does each character have?
2. How does the author reveal these traits?
3. Does a character change during the story? If so, how?
4. How does the writer want you to react to each of the characters?
5. Does the character remind you of someone you know?

[1] Adapted from *Pearson Adult Learning Centre: Resources for Adults Completing High School*. Retrieved from http://palc.sd40.bc.ca/palc/. on September 14, 2004.
Original source: *Literature, Orange Level* by Julie Johnson and Margaret Forst, ISBN 0-86609-763-5.

Plot[1]

What is Plot?

Plot is the plan of events or the main story in a story or drama. In a short story the plot usually consists of one important main event.

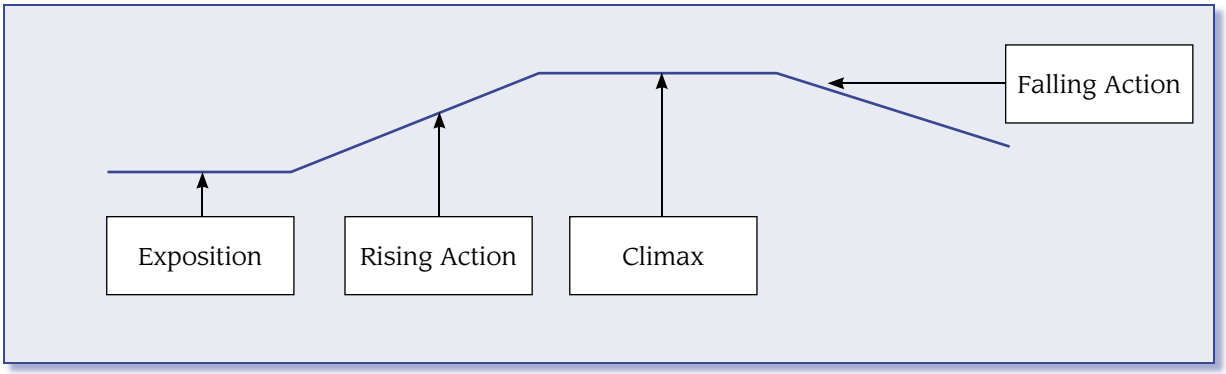
Plot is based on a conflict or conflicts that take place in the story. Stories may have more than one conflict, but there is usually one main one. The conflict in a story has two important purposes:

1. developing and keeping the interest of the reader, and
2. developing the plot.

There are two different types of conflict:

1. **External conflicts** which can be:
   - between two characters, i.e. person versus person;
   - between a character and society, i.e. person versus society; and
   - between a character and nature or supernatural, i.e. person versus nature.
2. **Internal conflicts** which are:
   - within a character – human vs. him/herself.

The plot is made up of four basic parts. The plot map below shows the main parts of a narrative or story.



[1] Adapted from *Pearson Adult Learning Centre: Resources for Adults Completing High School*. Retrieved from http://palc.sd40.bc.ca/palc/credit/litelements/plot.htm on September 15, 2004
Original source: *Literature, Orange Level* by Julie Johnson and Margaret Forst, ISBN 0-86609-763-5

Exposition: happens at the beginning of the story where background information is needed to understand the characters and the action is given to the reader. Sometimes the theme of the story is revealed in the exposition and there may be clues to the outcome of the story.

Rising Action: is the major part of the plot. The rising action is made up of a series of steps each presenting a minor obstacle or problem and leads to the climax. The action is developed through different events, descriptions, dialogue and the characters. This is where conflict is introduced to the reader.

Climax: it is the most exciting moment; the highest point of interest in the story. The climax is usually short in length – sometimes only one sentence long.

Falling action: follows the climax and explains any details that need further clarification. It may try to help the reader understand an unexpected ending. This falling action is usually short.

Plot can also be developed through:

Foreshadowing: *hinting about an event in the story that has not happened yet.*

Flashback: *breaks the sequence of events to tell about an earlier conversation, scene or event.*

Suspense: *is a feeling of growing tension and excitement felt by the reader as the plot develops. Usually it involves keeping the reader wondering what is going to happen next.*

Surprise ending: *an unexpected twist in the plot at the end of the story.*

Dialogue: *What the characters say, the conversation of the characters.*

Point of View[1]

What is Point of View?

Point of view is the relationship of the storyteller to the story.

A story can have one of three basic points of view:

1. *First person point of view:*

   The narrative is told by one of the characters from the 'I' point of view. This point of view is limited because the reader knows only what the character who is narrating knows.

2. *The limited third person point of view:*

   The narrator tells the story using 'he' and 'she.' This point of view can be limited, with the narrator knowing only the thoughts and feelings of one character.

3. *The omniscient point of view:*

   The narrator also tells the story using 'he' and 'she,' but in this case, the narrator knows the thoughts and feelings of all the characters.

> ***Narrator:*** *another word for storyteller*
> ***Narrative:*** *another word for story*
> ***Omniscient:*** *knowing everything; having all the knowledge*

[1] Adapted from *Pearson Adult Learning Centre: Resources for Adults Completing High School*. Retrieved from http://palc.sd40.bc.ca/palc on September 15, 2004.

Setting

What is Setting?

Setting is the physical background of a story – the time and place in which the action takes place. It is normally explained at or near the beginning of the story.

Setting can include:

- geographical location
- scenery
- weather
- furniture
- clothing
- time of year
- period of history

The setting helps to create the atmosphere of a story. It can have an impact on the characters and the plot of the story.

> ***Mood*** *is the feeling aroused in a reader by the events in a story. The reader may feel pity, terror, joy, sadness etc. Only the reader experiences the mood. A story does not have a mood; it has an atmosphere which can create a mood in the reader.*
>
> ***Atmosphere*** *is the feeling of a particular environment in a story. Atmosphere can be created through the setting. To create a spooky atmosphere, an author might put a character alone in a dark and deserted place on a stormy night.*

Theme[1]

What is Theme?

Theme is the main idea or meaning or message of a story. The theme is not the same as the subject or a summary of the action. It is the author's statement of the way things are or how they should be. The theme is the author's reflection on a universal truth. The author will not tell you directly what the theme is. He/she will reveal it to you through the other elements of the short story: character, setting, plot and point of view.

Examples of theme statements are:

- "How we act, not how we look, determines how beautiful we are."
- "Honesty is the best policy."
- "The old ways are the best ways after all."
- "Although people may be good, they still may have bad things happen to them."

Sometimes it is difficult to identify the theme of a story. The reader must look carefully at all of the elements of the story – character, plot, setting – to identify the theme.

Character

What happens to the main character in the story?
Does he/she change during the story?
What forces bring about the change?
Is the character sympathetic? Why or why not?

Setting

How is the setting important to the story?
Is the setting important to the theme?

Plot

What kind of conflict is in the story?
How is the conflict resolved?
Does the title of the story give any clues about theme?

Many short stories may have more than one theme. Some short stories may appear not to have a theme. Sometimes themes in complex stories are very difficult to fully explain.

[1] Adapted from *Pearson Adult Learning Centre: Resources for Adults Completing High School*. Retrieved from http://palc.sd40.bc.ca/palc on September 15, 2004.
Original source: *Literature, Orange Level* by Julie Johnson and Margaret Forst, ISBN 0-86609-763-5

Expository Text Structures

Expository texts give an explanation or information about a topic. Expository writing 'exposes' information by explaining, analyzing, or interpreting its subject. Textbooks and non-fiction books contain expository writing. Expository writing is often more difficult for learners to understand than narrative or story writing. There are different patterns of thinking and of organization for expository text depending on the language, the subject and purpose of the writing.

> ***Expository Texts***
> *Expository texts give an explanation or information about a topic. Expository writing 'exposes' information by explaining, analyzing, or interpreting its subject.*

Why Teach Learners About the Patterns of Text Structures?

Teaching learners to recognize the organizational structures of expository texts helps them to access the meaning of the text as they read it. English text structures may be quite different from texts in other languages, so it is important for learners whose first language is not English to explicitly learn the English patterns. Each of the different types of expository text structures follows a predictable pattern. Learners will be able to read expository texts more independently having learned about the patterns of different texts and begun to recognize the pattern types. They will also find it easier to use these patterns to organize their ideas in their own writing.

Patterns of Text Structure are Not the Focus for Teaching

Many educators recommend that expository text structures be taught only within the context of a subject being studied. In other words, if it helps learners to understand a particular text or a topic, or to organize and write down their own thoughts, then teach them the organizational structure involved.

Learners would not likely be engaged or interested in lessons organized around teaching the skill of recognizing text structures. Rather learners are interested in the content or knowledge itself. The skills of recognizing text structures or organizing thoughts and writing clearly are only tools which help to access information in reading and to organize information for writing.

Patterns of Organization for Expository Texts[1]

Patterns of Knowledge, Thinking and Text Organization	*Questions to Ask*	*Purpose for Writing What is being 'exposed'?*
Description	Who? What? Where? How are they the same or different?	• Describing • Comparing and contrasting • Labelling • Observing • Identifying
Sequence	What happens? What happens next? What are the steps? How does it change?	• Placing events in chronological order (time – first, second third…) • Following directions • Describing processes or cycles • Observing changes over time
Choice	What are the choices? What are the benefits of each choice? What is the recommendation? What is the problem and what are the ways it can be solved?	• Making decisions • Recommending • Arguing and persuading • Discussing • Solving problems
Concepts	What is it? How does it work? What does it do? What are some examples? What are its parts? How are they related?	• Defining and giving examples • Defining and illustrating • Explaining concepts • Classifying • Generalizing

Patterns of Knowledge, Thinking and Text Organization	*Questions to Ask*	*Purpose for Writing What is being 'exposed'?*
Principles	How can it be explained? What causes it? What are the effects? What principles, laws, strategies or rules are involved? What are the problems and their solutions?	• Creating and testing hypotheses • Explaining, interpreting, predicting, inferring… rules, laws, strategies, cycles, principles • Showing cause and effect • Identifying problems and solutions
Evaluation	How are things judged or tested? What are the criteria?	• Analyzing • Appreciating • Judging, Ranking, Criticizing • Evaluating • Developing criteria

[1] Adapted from *The Knowledge Framework* developed by Bernard Mohan and others at UBC and used in the BC school system to integrate language and content for ESL students.

Graphic Organizers

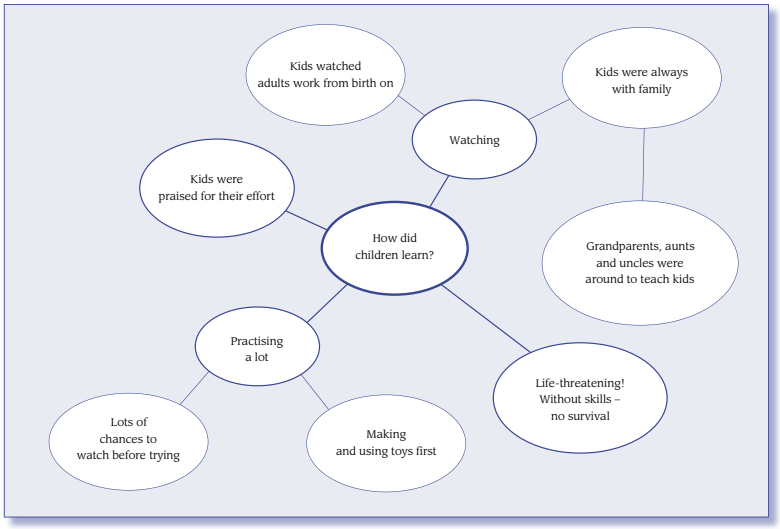
Graphic Organizers are visual displays of thinking. They help learners make their thinking processes visible. They make learning visual and hands-on as well as auditory. They help learners see the relationships between concepts and ideas. Examples: semantic maps, webs, time lines, charts, graphs and literacy frames.

Graphic organizers are visual displays of thinking. They simplify the content and the organizational structures of texts for learners. Graphic organizers help to reduce the language barrier for learners whose first language is not English. Working with graphic organizers adds a visual and hands-on dimension to learning, allowing learners to use more of their senses as they read, write, listen and speak.

Examples of Graphic Organizers

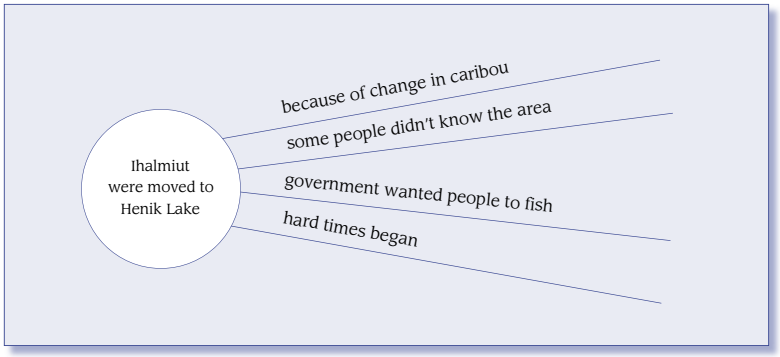
Web or Semantic Map

A web or semantic map can be used to help people get their ideas on paper for writing or to summarize points from a text they are reading. The central circle shows the main idea or topic. The other circles show all the related supporting ideas. The lines show how the supporting details are related to the main idea and to each other. This visual display helps learners see how single words or phrases can represent ideas and show relationships between ideas.



Shooting Star Map

The shooting star map is used here to represent the main idea and the supporting details of a paragraph. It can be used to help learners get important details from a text and to write a summary.



Literacy Frames

Literacy Frames are a type of graphic organizer. They are developed by the literacy facilitator and given to the learners to help them organize their ideas for writing or to help them get meaning from a text they are reading or from a listening or viewing activity. In this manual we have included a number of literacy frames that facilitators can use or adapt to the needs of their group.

Story Frame

Title of Story	Author
Main Character	Good Character/Hero
Bad Character/Villain	Other Characters
Setting	The problem in the story was...
Who or what solved the problem?	
How was the problem solved?	
Events that happened in the story	Was there a lesson to be learned? If so, what was it?

Uses of Graphic Organizers

- Reading: to organize and understand text, especially difficult expository and academic texts
- Writing: to organize thoughts or create outlines for writing
- Listening and viewing: to understand and organize content during presentations, films, etc.
- Speaking: to organize ideas for discussions, presentations, etc.
- Discussions: to focus concepts for whole class discussions or cooperative groups
- Note-Taking: to develop notes from a lecture, presentation or reading
- Developing an individual's ideas: to work out problems individually or develop one's own perspectives
- To raise awareness of standard English text structures
- Evaluation: to evaluate what learners understand throughout the learning process
- Testing: to evaluate learning through test questions
  - Provide a graphic organizer and leave all or parts of it blank. Learners read a text and fill in the graphic organizer or present knowledge from a subject they have studied.
  - Ask learners to represent information from a text in a graphic organizer of their choice.

Knowledge and Thinking Patterns and Their Related Language Cues

There are many ways of classifying knowledge and thinking patterns. In this manual we use 'The Knowledge Framework' developed at the University of British Columbia by Bernard Mohan. In this system there are six categories of knowledge and thinking patterns:

- Description
- Sequence
- Choice
- Concepts
- Principles
- Evaluation

Each of these knowledge or thinking patterns has specific language or cue words that go along with it in written text (see charts starting on page 3-37.6).

Cue Words/Transition Words

Each text type has its own distinct language. For example: Compare and Contrast texts often use words and phrases such as While A is..., B is...; although...; on the other hand...; however...; in conclusion...

Educators recommend explicitly teaching the knowledge or thinking patterns of a concept or text through graphic organizers, as well as giving the learners the related language or cue words they will need to read and write content in this knowledge and thinking pattern. This approach helps learners understand and think critically about a subject. Second language learners and learners struggling for various other reasons are particularly supported by this approach.

How to Teach Graphic Organizers and Language Cues

These questions can guide facilitators in the process of using graphic organizers[1]:

1. As I look at the content, what central facts, ideas, arguments, processes or procedures do I want the learners to understand?
2. What pattern of organization holds the material together and makes in meaningful?
3. What kind of graphic organizer will show learners how to think their way through the content?
4. What language or cue words go along with the pattern of organization?
5. What problems or challenges can I pose that will motivate learners to work through the steps of a thinking process.

- Give learners the language – the cue words and transition words – that relate to each text structure. Identify the cue words and highlight them together in the texts you are reading. Write them on the board for support in writing activities. As learners become more familiar, they can brainstorm the language they will need for a writing activity in the pre-writing phase.
- At first the facilitator models how to identify information contained in a text and place it in a graphic organizer.
- Later the facilitator and learners work together to read texts and identify information using graphic organizers.
- When learners are familiar with the approach, they can work on reading texts more independently supported by graphic organizers, first in pairs or small groups and eventually on their own.

[1] From *Using Visual Organizers to Focus on Thinking* by John H. Clarke, Journal of Reading, 34:7 April 1991.

Benefits of Using Graphic Organizers

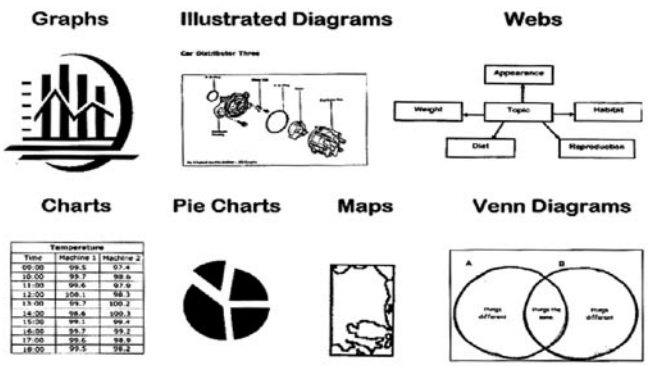
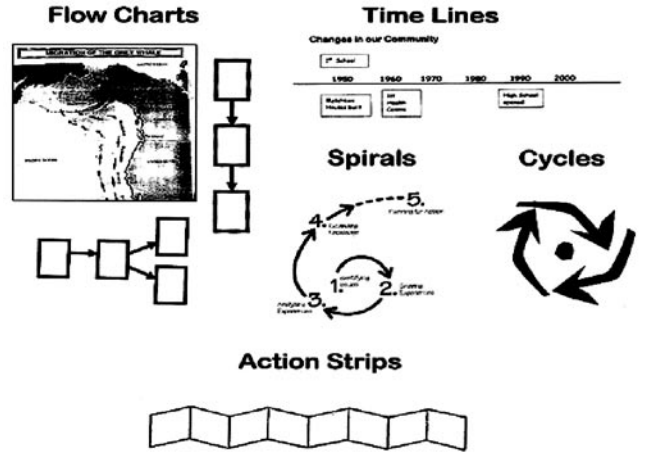
For Learners

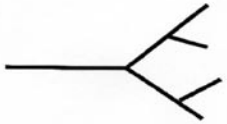
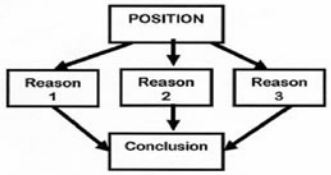
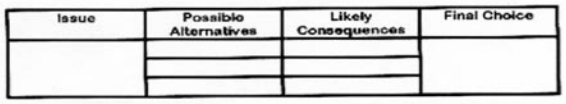
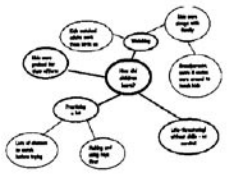
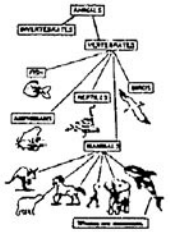
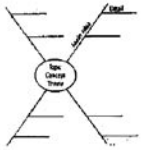
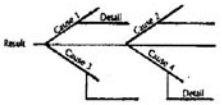
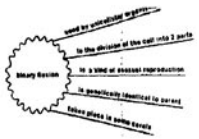
- Simplifies thinking processes, actually 'freezes' parts of the thinking process so learners can visually see and critique it
- Helps learners recognize and take control of the thinking processes that bring meaning to the content of a subject
- Gives learners a way to explain their thinking to others and to compare their ideas to others
- Reduces the language barrier for learners whose first language is not English
- Supports learners as they move towards independence – with practice, they can recognize patterns on their own
- Focuses on the essential information or core of the content
- Provides a visual display of the essential information without difficult language involved
- Shows relationships between concepts and ideas
- Makes abstract information concrete

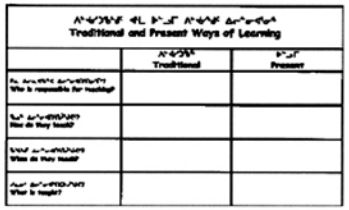
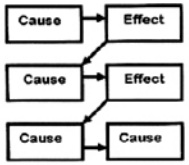
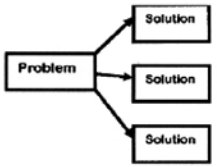
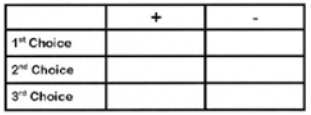
For Facilitators

- Integrates content, language and thinking processes
- Makes thinking processes visual and explicit, helps groups to 'get on the same wavelength'
- Supports learner comprehension and higher order thinking skills
- Helps struggling learners to develop thinking and learning strategies
- Helps learners focus on the content rather than getting lost in the language
- Allows facilitators to assess learners' prior knowledge
- Allows facilitators to correct errors before learners develop formal writing or oral presentations – when graphic organizers are used as outlines for writing, study strategies or discussion guides

Knowledge Patterns, Graphic Organizers and Language Cues Chart

Patterns of Knowledge, Thinking and Text Organization	*Sample Graphic Organizers*	*Language – Cue Words*
Description • Describing • Comparing and contrasting • Labelling • Observing • Identifying		**Language that describes, measures or compares** Adjectives, adverbs (blue, tall, slowly, fast) Similar to/different than/almost the same Longer/shorter/taller/older 'While… is…, … is…' On the other hand
Sequence • Placing events in chronological order (time – 1st, 2nd, 3rd…) • Following directions • Describing processes or cycles • Observing changes over time		**Language about cycles, processes, steps, orders** First of all, second, next, finally, in conclusion During, after, earlier, later, before, initially, in the end

Patterns of Knowledge, Thinking and Text Organization	*Sample Graphic Organizers*	*Language – Cue Words*
Choice • Making decisions • Recommending • Arguing and persuading • Discussing • Solving problems	Decision or Consequence Trees  Argument & Persuasion Flow Charts  Generating Alternatives Charts  	**Language that expresses choice** 'I think that...' 'I choose...' 'I prefer...' 'I would rather...' 'In my opinion...' 'We tried... but...' 'While some people think ..., I believe that...' 'Although..., I think...' Can, will, must, should
Concepts • Defining and giving examples • Defining and illustrating • Explaining concepts • Classifying • Generalizing	Webs or Semantic Maps  Classification Webs  Spider Maps  Fishbone Maps  Shooting Star Maps 	**Language that defines or groups** '... is made up of...' generally kinds of, types of '... is an example of...'

Patterns of Knowledge, Thinking and Text Organization	*Sample Graphic Organizers*	*Language – Cue Words*
Principles • Creating and testing hypotheses • Explaining, interpreting, predicting, inferring... rules, laws, strategies, cycles, principles • Showing cause and effect • Identifying problems and solutions	**Table or Matrix**  **Cause & Effect Charts**  **Cycles**  **Problem/Solution Charts**  **Graphs** 	**Language that explains or predicts the how and why of things** is caused by results in is due to 'if... then...' 'when... then...' Consequently As a result of
Evaluation • Analyzing • Appreciating • Judging • Ranking • Criticizing • Evaluating • Developing criteria	**Rating Grids**  **Evaluation Charts** 	**Language that evaluates, judges, ranks** Is better than/is worse than consider, think about pros – positive aspects cons – negative aspects I believe, I think that Based on..., A is better than B.

Using Literacy Frames

What are Literacy Frames?

A literacy frame is a skeleton outline that relates to a specific type of text given to learners to guide their reading or to help them organize their ideas for writing. The frame makes explicit and visible the structures and language features of different genres or types of texts. It can include cue words or phrases, starters and transition words that go along with each type of text. A literacy frame is like a template or guide for learners to use until they become familiar with various text types. It helps them to identify the main ideas and important supporting details in written texts. When learners are writing with the support of a literacy frame they can concentrate on what they want to say and not have to worry about the form and structure.

A literacy frame is a skeleton outline that relates to a specific type of text given to learners to guide their reading or to help them organize their ideas for writing.

When Can Literacy Frames Be Used?

- To help learners capture and organize the essential points of an oral discussion, a film, a radio program, a visit or trip or other activity
- To help learners find the main ideas and supporting details in textbooks, non-fiction and other expository texts
- To support learners in writing summaries or preparing for tests
- To help learners reading narratives or listening to oral stories to recount the story or write a summary
- To guide learners in organizing their ideas for writing

How Can Literacy Frames Be Used?

- Start with an oral discussion and the facilitator modeling the use of a literacy frame as the class reads a text or prepares for writing. Cue and transition words used in each text type are modeled through oral discussion. At the same time, learners develop their oral language and thinking skills. The facilitator can act as the scribe, filling in the frame, as the learners develop their ideas.
- Move on to the facilitator and learners developing frames together as they read a text or prepare for writing.

- It may be useful for the facilitator to make large versions of the literacy frames to post on the wall with example cue words and transition words used in each text type.
- Some learners, especially those with learning difficulties, may need many opportunities to use frames orally through shared reading and writing. The facilitator, or those learners who are comfortable with frames, can take the role of scribe.

> ***Cue Words/Transition Words***
> *Each text type has its own distinct language. For example: Cause and Effect often uses words and phrases such as If... then...; because...; conclude... Support learners' writing by giving them the words and phrases for the text they are working on.*

- Next, pairs or small groups of learners can undertake reading or writing projects together supported by literacy frames. The facilitator moves from group to group giving guidance as needed.
- Finally, learners will be ready to use literacy frames individually and independently.
- A frame is just a supportive tool for creating a writing draft or an outline of a text. Learners should not expect the frame to be tidy and perfect. There may be several edits, with lines crossed out and changed.
- Some learners will already be good readers and writers and not need to go through the supported stage of using frames. The facilitator might work with small groups of learners who would benefit from the use of frames while others work independently.
- Sometimes you may want to use frames with cue words and transition words to help learners create sentences which will become their final written product.
- At other times, such as when they are taking notes from a text or brainstorming ideas for writing, learners may jot down information in point form in the frames. Later they can use their points to create written products such as explanations of concepts, summaries or recounts of stories. Then you might give them a list of the cue words or transition words that are common to the type of text they are writing.
- We have provided many sample frames in this manual. Facilitators may have to adapt these frames or create their own depending on the text and the needs of the group of learners.

Frames and Uses Chart

The following is a list of frames included in this manual and examples of uses for the frames.

General Literacy Frames	*Example Uses*
Planning for Writing Frame 1 and 2	• Writing: Preparing, planning and organizing for writing
Oral Presentation Frame	• Speaking: Preparing, planning and organizing for an oral presentation
Listening Frame	• Listening: Writing down information while listening to radio, TV, speaker, etc.
Fact or Opinion Frame	• Reading: Identifying statements from a text as fact or opinion
Paragraph Frame	• Writing: Supported paragraph writing • Reading: Learners analyze a paragraph from a written text to see the pattern themselves
Reading Response Frame	• Reading: Identifying personal reactions while reading • Writing or Speaking: Developing a response to a text learners have read
Experiment Frame	• Writing or Speaking: Reporting on the process of an experiment
Assignment Frame	• Reading, Writing or Speaking: Preparing and planning to start an assignment

Narrative Frames	*Example Uses*
Story (Narrative) Frames 1 and 2	• Reading: Identifying the main elements of a story • Speaking or Writing: Preparing an oral or written summary of a story • Understanding the structure of a story
Story Planning Frame	• Writing: Pre-writing – planning a story, creating an outline for a story
Character Frame 1 and 2	• Reading: Identifying the qualities of a character in a story • Writing or Speaking: Preparing an oral or written character study
Setting Frame	• Reading: Identifying the setting of a story • Writing or Speaking: Describing the setting of a story
Reading From a Character's Point of View	• Helping to understand point of view and perspective
Novel Study Frame	• Reading: Understanding the elements of a novel • Writing and Speaking: Preparing an oral or written novel study

Expository Frames	*Example Uses*
Expository Text Frame	All the expository frames could be used or adapted for the following purposes: • Reading: Identifying the main points from an expository text • Writing or Speaking: Planning for an explanation orally or in written form • Discussing: Planning points for a discussion
Description Frame	
Compare and Contrast Frame 1 and 2	
Procedures or Sequence Frame 1 and 2	
Cycle Frame	
Decision Making Frame 1 and 2	
Problem-Solution Frame	
Argument and Persuasion Frame 1 and 2	
Discussion Frame	
Concept or Explanation Frame 1 and 2	
Sample Classification Tree	
Sample Classification and Description Frame	
Cause and Effect Frames 1 and 2	
Evaluation Frame	
Sample Evaluation Frames	
Research Frame	
Essay Writing Frame	

Sources of Frames

The frames are taken or adapted from the following sources:

Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

Mind Friendly Learning Framework. www.salt.cheshire.gov.uk/mfl

Writing Frames for the Literacy Strategy, published by Kingscourt/McGraw-Hill, London England, in 2002. This document was developed for the United Kingdom National Literacy Strategy.

Success for All Learners: A Handbook on Differentiating Instruction, prepared by Manitoba Education and Training, Winnipeg Manitoba in 1996.

General Literacy Frames

- Planning for Writing Frame 1
- Planning for Writing Frame 2
- Oral Presentation Frame
- Listening Frame
- Fact or Opinion Frame
- Paragraph Frame
- Reading Response Frame
- Experiment Frame
- Assignment Frame

Planning for Writing Frame 1:
RAFT (Role, Audience, Format, Topic)

RAFT
Role of the writer: Who are you?
Audience for the writer: Who are you writing to?
Format of the writing: What form will your writing take?
Topic of the writing: What are you writing about?

Planning for Writing Frame 2: Purpose, Audience, Form

Purpose + Audience = Form

Purpose: *Why am I writing?*	***Audience:*** *Who am I writing for?*	***Form:*** *What form will my writing take? (i.e. formal essay, personal letter, etc.)*

Oral Presentation Frame[1]

My topic is:
My purpose is:
My audience is: Why are they interested in the topic?
My thesis is:
Where I can find information:

[1] Adapted from a guide developed by Joan Page and John Spencer, York University, Toronto, Ontario.

Presentation Outline (Point Form):

Introduction:

Body:

Conclusion:

How can I engage the group in discussion on my topic after my presentation?

Listening Frame[1]

Name of Program/Lecture/Presentation:	Date:
Type of Program: TV Show _____ Movie: _____ Lecture: _____ Radio: _____ Other: _____	
Notes:	
Summary:	
Opinion/Critique:	
I understood (a) everything _____ (b) a lot _____ (c) a little _____ (d) almost nothing _____ of what I heard.	

[1] Developed by Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

Fact or Opinion Frame

Fact or Opinion?

Facts are true statements about things. Example: Some birds can't fly.

Opinions are statements which a person believes about the facts, and they may not be true. Example: Everyone knows that some birds can't fly.

Look at the text and find statements which are facts and other statements which are opinions.

Facts	*Opinions*

Paragraph Frame

Introductory sentence:
First detail sentence (begin with a transition word):
Follow-up sentence (more information about the first detail):
Second detail sentence (begin with a transition word):
Follow-up sentence (more information about the second detail):
Third detail sentence (begin with a transition word):
Follow-up sentence (more information about the third detail):
Concluding sentence (begin with a concluding transition):
Cue Words or Transition Words: First, Second, Third, In the morning, Similarly, In the afternoon, In the beginning, Next, Before, During, After, The most important, On one hand, Another example, For example, Further, In the meantime, Consequently, In the same way, Also **Concluding Transition Words:** In summary, To conclude, As a result, In short, Therefore, In conclusion, In brief

Reading Response Frame

I read…	It was written by…
It was about…	
I found it interesting because…	
I discovered that…	
I also learned…	
I thought this text was…	
In conclusion,…	

Experiment Frame

Our experiment:
What we did:
What we thought might happen:
What actually did happen:
We think this happened because:
Now we would like to try to do it this way:

Assignment Frame

The Assignment – Getting Started
What does the assignment ask you to do? (In your own words)
What do you know already about the topic?
What do you need to find out?
What do you think the answer might be?

[1] Developed by Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

Who is the paper for? How does this question fit into the themes and concepts of the course?
What problems do you think you might have in working on this assignment?
How might you overcome these problems?

Narrative Frames

- Story Frame 1
- Story Frame 2
- Character Frame 1
- Character Frame 2
- Setting Frame
- Story Planning Frame
- Understanding and Expressing
a Character's Point of View Strategy and Frame
- Novel Study Frame

Story Frame 1

Title of Story:	Author:
Main Character:	Good Character or Hero:
Bad Character or Villain:	Other Characters:
Setting:	The problem in the story was…
Who or what solved the problem?	
How was the problem solved?	
Events that Happened in the Story:	Was there a lesson to be learned? If so what was it?

Story Frame 2

Title of Story:	Author:
Setting:	Characters:
Problem/Conflict:	
Main Events:	
Resolution/Ending:	

Story Planning Frame

1.Title or Main Idea of Story:	
2.Where does my story happen?	3.Who are the people in my story?
4.What happens first?	5.**Exciting Part!**
6.How do things begin to sort themselves out?	7.Ending:
8.Words I might like to use in my story:	

Character Frame 1

Choose a character from the story. Fill in the boxes to complete the profile of your character.

Character's Name:	
Positive Qualities:	Negative Qualities:
Likes:	Dislikes:
Looks Like:	Sounds Like:

Character Frame 2

Choose a character from the story and think of details about the character.

Title of Story:
Name of Character:
Description of Character (personality, appearance, etc.):
What is the character's role in the story? Why is the character important to the story?
What do you like best about the character? What do you like least?
Other Characters:

Setting Frame

Description of the Setting
Time (when it happened)…
It looks like…
It sounds like…
It feels like…
It seems like…
It reminds me of…

Understanding and Expressing a Character's Point of View[1]

This strategy is a good way to stimulate the learners' imagination and engage them in a story.

Reading from a Character's Point of View

Steps:

1. Learners read a story.
2. The facilitator and students together identify several points of view that might be present in the text.
3. Each learner chooses one of these points of view and rereads the text keeping this point of view in mind. Alternatively, students could be divided into cooperative groups and each group chooses a different point of view depending on how many characters are in the story.
4. Once the second reading has been completed, students use the *Reading From A Character's Point of View* template to help them organize their thoughts and the information.
5. Learners share their thinking with a partner or a small group and then with the whole class.

See an example of a completed template on page 5-7.3.

One of the questions we ask when we read a story is: "Who is telling the story?" In literature, this is called Point of View. ***Point of View*** *is the relationship of the storyteller to the story.*

[1] From *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996.

Reading from a Character's Point of View

Topic: _____

The point of view you are taking is that of (name the character): _____.

You will write from this viewpoint.

Needs:

_____

_____

_____

_____

_____

State your concern from the viewpoint of (name the character): _____.

Your concerns are:

What information about you ( ) was given?	How do you ( ) react to it?
Information:	Your reaction:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a statement summarizing your position as ( ).

_____

_____

_____

_____

Reading from a Character's Point of View (Example)

Topic: *Raven's need to possess the Girl*

The point of view you are taking is that of (name the character): *The Girl*.

You will write from this viewpoint.

Needs:

- *To stay with the whale*
- *To protect the lamp*
- *To continue to dance*

State your concern from the viewpoint of (name the character): *The Girl*.

Your concerns are:

What information about you (*The Girl*) was given?	How do you (*The Girl*) react to it?
Information:	**Your reaction:**
"I love you," said the Raven.	*"I cannot leave" "The whale and I are one, and I must look after the lamp. It warms us and keeps us alive in the freezing water. "The lamp must stay where it is, and you must never touch it." "I am pleased to have a friend, and you may stay as long as you wish. But you must never, never touch my lamp."*
"Come with me and be my wife"	
"But you are too beautiful to spend your life inside a whale, dancing every moment, yet never moving anywhere."	

Write a statement summarizing your position as (*The Girl*)

Raven is obsessed with my beauty and his desire to possess me as his wife. He is blinded by his own desires and does not understand that I am happy and that I must be committed to the whale in order to survive. His selfishness will mean death for me and the whale.

Novel Study Frame[1]

Title of the Novel:

What kinds of thoughts are triggered in your mind by this title? Do you have any guesses as to what the novel might be about?

Author's Name:

Is there any information about the author in the book? Why do you think the author is writing this novel? What are your feelings about the author?

Copyright Date and Place of Publication:

What do you know about the time period when and/or the culture or place where this novel was first published?

Character Checklist:

Use this space to begin listing the names of important characters and the page number where they first appear. Jot down your first impressions of each character.

[1] Developed by Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

Character Checklist (continued):

The Novel's First Chapter:

What are your impressions of the beginning of the novel? What have you learned from the first chapter? What do you think might happen?

Points Worth Noting as You Read:

The following questions and categories may be useful in helping you respond to the novel. Not all will be relevant, but fill in as many as you can. Include page numbers.

Symbols and Images:

Are there recurring symbols or patterns of imagery?

Point of View:

Who is telling the story? Is it a character who is narrating or an omniscient narrator (one who has broad knowledge of the whole story)? Does the point of view change during the novel?

Setting and Atmosphere:

What is the setting and atmosphere of the story? How do you respond to the details of the setting and atmosphere? What mood does the story arouse in you? (see page 3-33.1)

Style:

Are there patterns in the way the author expresses ideas? Or in her/his choice of words? Are the sentences short or long, simple or complex? Does the author's use of dialogue contribute to the story? How?

Turning Points:

What do you think are the most important points of action in the story? Are there important choices made by the characters? Important insights? Opportunities missed?

Themes:

Themes in fiction are usually expressed through a combination of character, images and actions. Looking for themes is a way of deciding what you think the story may be about. What do you think the themes of this novel might be? (see page 3-34.1)

The Novel's Conclusion:

Is the ending open or closed? Are you satisfied as a reader by the ending?

Overall Impressions and Course Context:

What does this novel contribute to your knowledge of _____ ?

Author's Assumptions:

What assumptions do you think the author has about this topic?

Your Assumptions:

What assumptions of your own were challenged by this novel?

Expository Frames

- Expository Text Frame
- Description Frame
- Compare and Contrast Frame 1
- Compare and Contrast Frame 2
- Procedures or Sequence Frame 1
- Procedures or Sequence Frame 2
- Cycle Frame
- Decision Making Frame 1
- Decision Making Frame 2
- Problem-Solution Frame
- Argument and Persuasion Frame 1
- Argument and Persuasion Frame 2
- Discussion Frame
- Concept or Explanation Frame 1
- Concept or Explanation Frame 2
- Sample Classification Tree
- Sample Classification and Description Frame
- Cause and Effect Frame 1
- Cause and Effect Frame 2
- Research Frame
- Essay Writing Frame
- Evaluation Frame
- Sample Evaluation Frames

Expository Text Frame

Expository Text	
Title:	Main Ideas:
Topic/thesis:	
Subtopics: • • • • • •	Arguments/details: • • • • • •
Conclusion:	

Description Frame

I would use these words to describe _____.

It looks like…

It smells like…

It feels like…

It tastes like…

The look makes me think of…

The smell makes me think of…

The texture makes me think of…

The taste makes me think of…

This is how I feel about what I just described:

I like it because…

I don't like it because…

It makes me feel…

Compare and Contrast Frame 1

Subject:

Similarities

Differences

Differences

Similarities

Subject:

Compare and Contrast Frame 2

Subject:	Subject:

How are They the Same?

How are They Different?

Type of difference

Conclusion

Procedures or Sequence Frame 1

What are you going to explain to the reader?

What happens first?

Second?

Next/third?

Then?

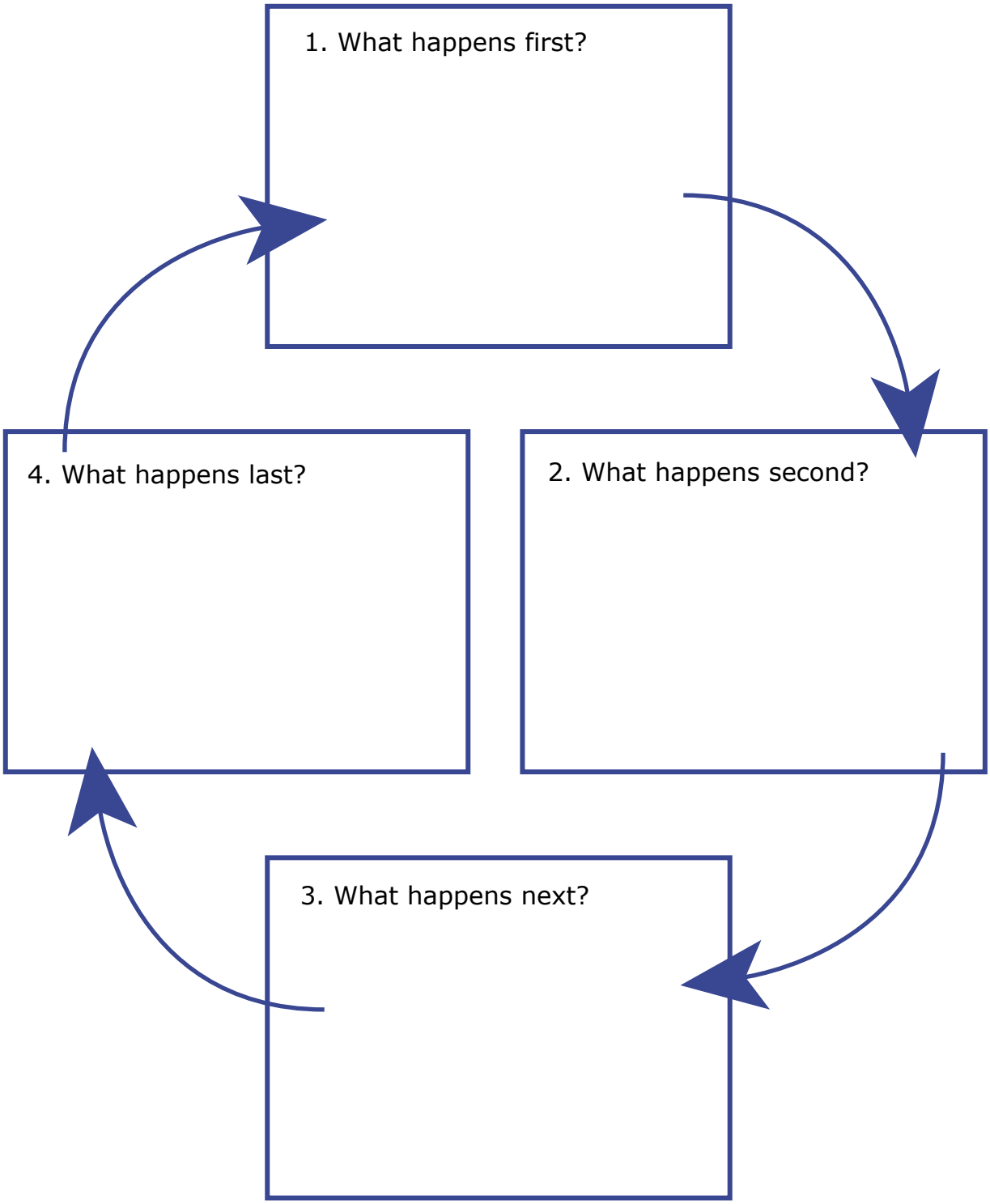
Finally?

Additional comments or other information:

Procedures or Sequence Frame 2

This is how you…	In order to…
You will need…	
The Stages	
First of all you…	
Then you…	
Next you…	
Finally you…	

Cycle Frame


1. What happens first?
2. What happens second?
3. What happens next?
4. What happens last?

Decision Making Frame 1

What is to be decided:

Options	

Choose an Option

Pros	Cons

Weigh the Pros and Cons

Accept or Reject

Return to the start of the thinking process and reconsider the options

Final choice

Decision Making Frame 2

Task or Goal	
Options Ways I Could Decide/Things I Could Do	

Option Considered

Consequences What might happen if I take this option?	**Probability** What are the chances of this consequence happening?	**Importance** How good or bad would this consequence be?

Problem Solution Frame

Problem
Who? What? Why?

Solutions	
Solutions Tried	Results – What Happened?
1	1
2	2
3	3

Final Result

Argument and Persuasion Frame 1

Topic/Issue
I think that…
The reason I think that is…
Some people might argue…
But I think…
In conclusion…

Argument and Persuasion Frame 2

The issue we are discussing:	
Arguments For:	***Evidence:***
Arguments Against:	***Evidence:***
My conclusion based on the evidence is:	

Discussion Frame

There is a lot of discussion about whether _____

_____ .

The people who agree with this idea, such as _____

_____, claim that _____

_____ .

They also argue that _____ .

A further point they make is _____

_____ .

However there are also strong arguments against this point of view.

_____ believe that _____

_____ .

Another counter argument is _____

_____ .

Furthermore _____

_____ .

After looking at the different points of view and the evidence for them

I think _____

because _____

_____ .

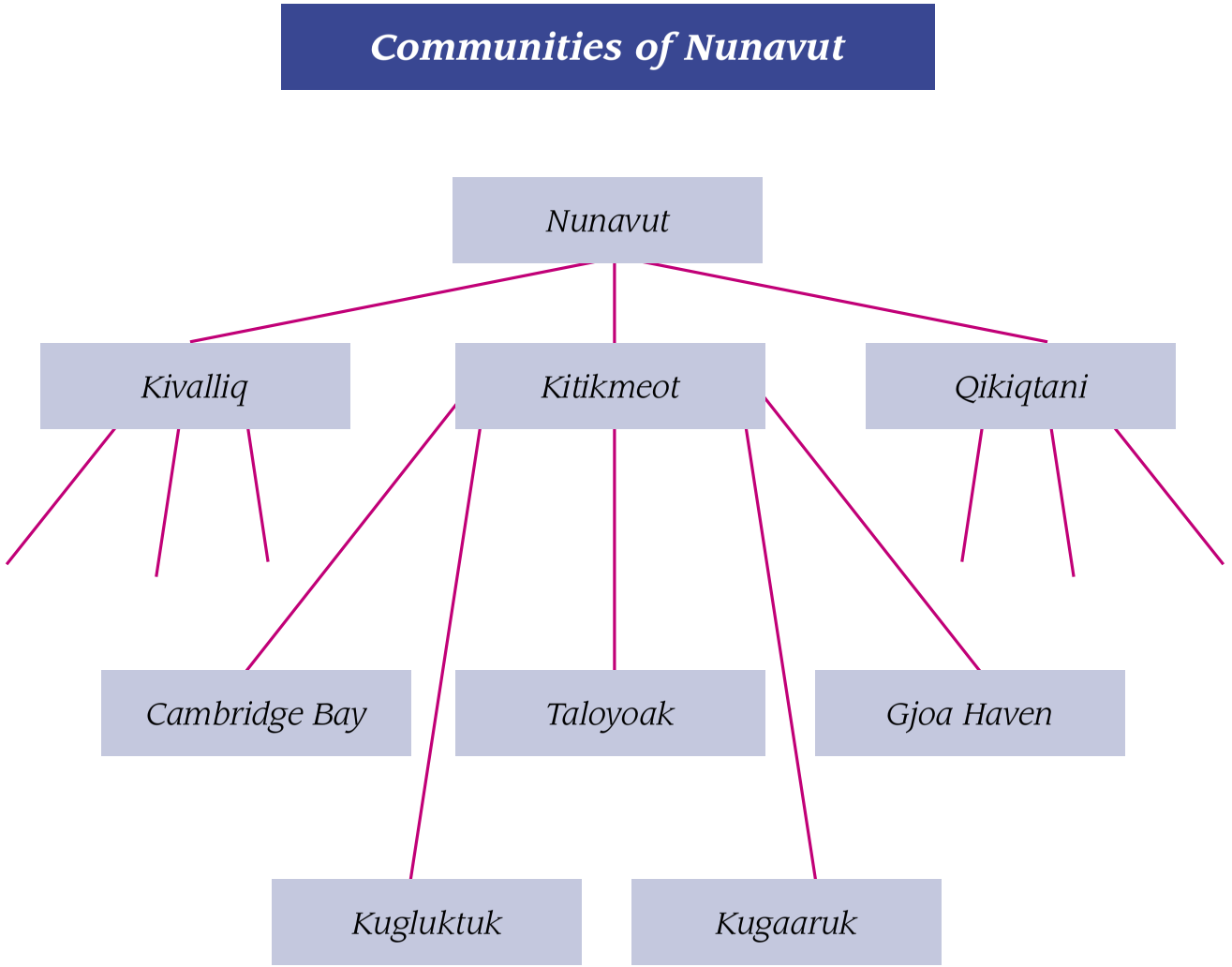
Concept or Explanation Frame 1

<table>
<tr><td colspan="2">Concept:</td><td rowspan="2">Examples:</td></tr>
<tr><td colspan="2">Characteristics:</td></tr>
<tr><td>What is it like?</td><td>What is it unlike?</td><td>Definition:</td></tr>
<tr><td colspan="3">Can you illustrate it?</td></tr>
</table>

Concept or Explanation Frame 2

Topic:
Definition: What is it?
Parts: What parts does it have?
Operations: How does it work?
Applications: When or where does it work? How is it used?
Comments: Interesting comments, special features, evaluation.

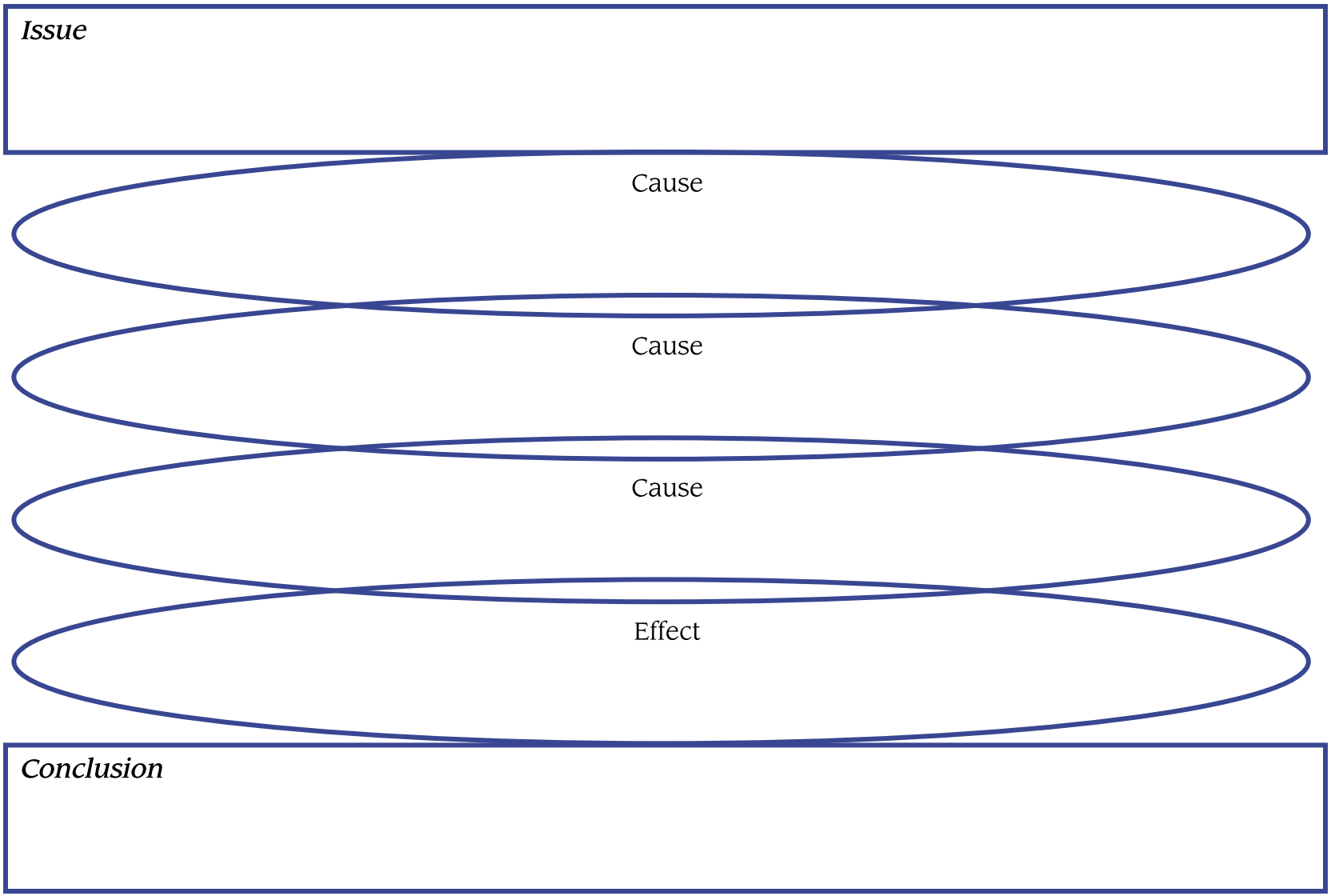
Sample Classification Tree



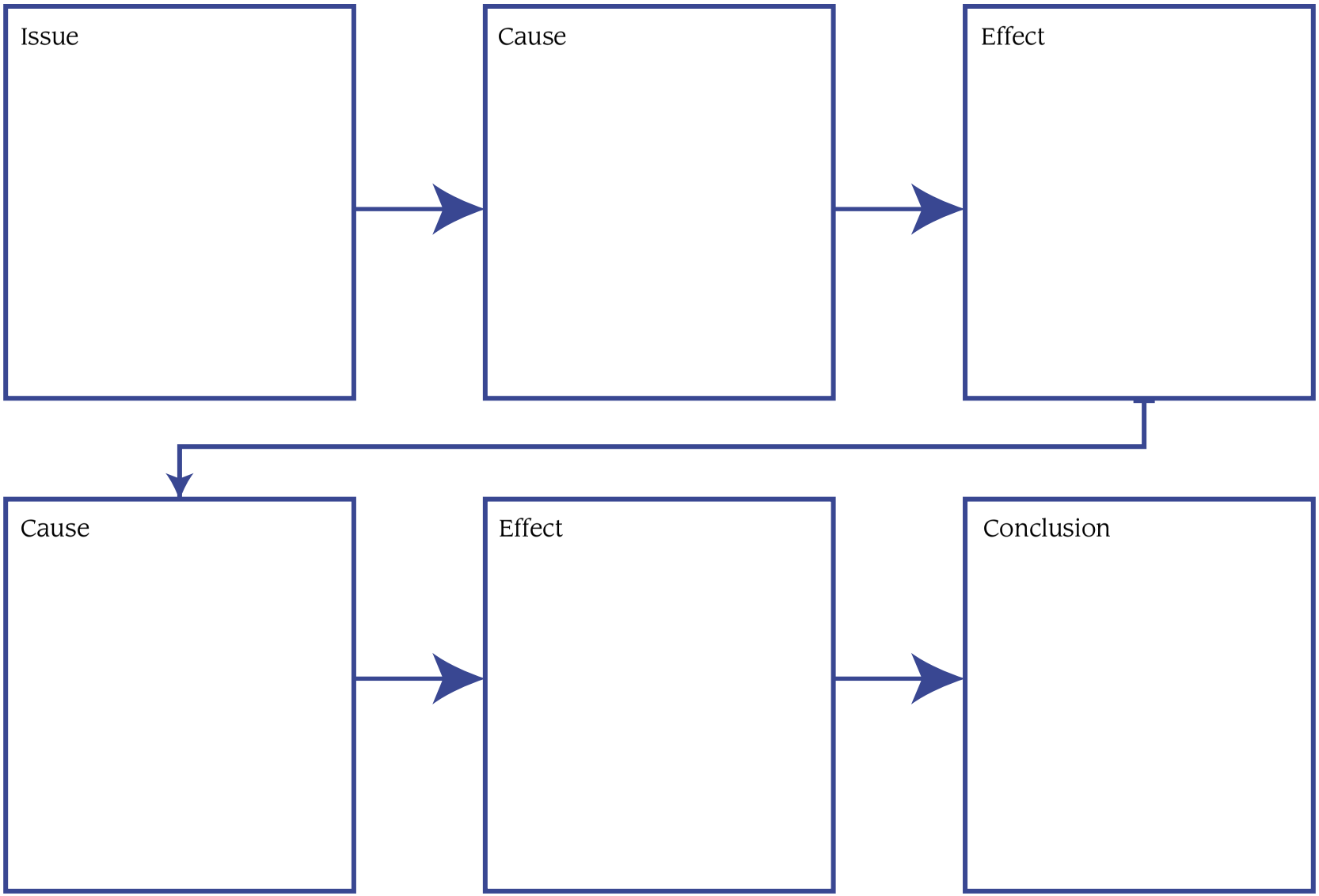
Sample Classification and Description Frame

Whales					
	Baleen		**Toothed**		
Features	Blue	Humpback	Narwhal	Killer	Sperm
Size					
Food					
Habitat					
Special Features					

Cause and Effect Frame 1



Cause and Effect Frame 2



Research Frame (Planning for Essay Writing)[1]

My subject is:
My purpose is:
My hypothesis is:
My 'key question' is:
Some questions I am curious about:
Some questions I need answers to:·
The first thing I need to do is:

[1] Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

Essay Writing Frame[1]

(Before Starting the First Draft)

The title for my essay will be…
The subject of my essay is…
My purpose in writing this essay is…
My hypothesis was…
My thesis is…
Briefly, my argument in support of my thesis is…

[1] Developed by Joan Page, Assistant Professor, Atkinson Writing Programs, York University, Toronto, Ontario.

My strongest points are…

My weakest point is…

My typical reader knows:
a) nothing; b) a little; c) a lot; d) everything about my topic.
What background information do I need to give them?

The most important thing I need to do before starting my first draft is…

In the first draft I will address issues in the following order:

Evaluation Frame

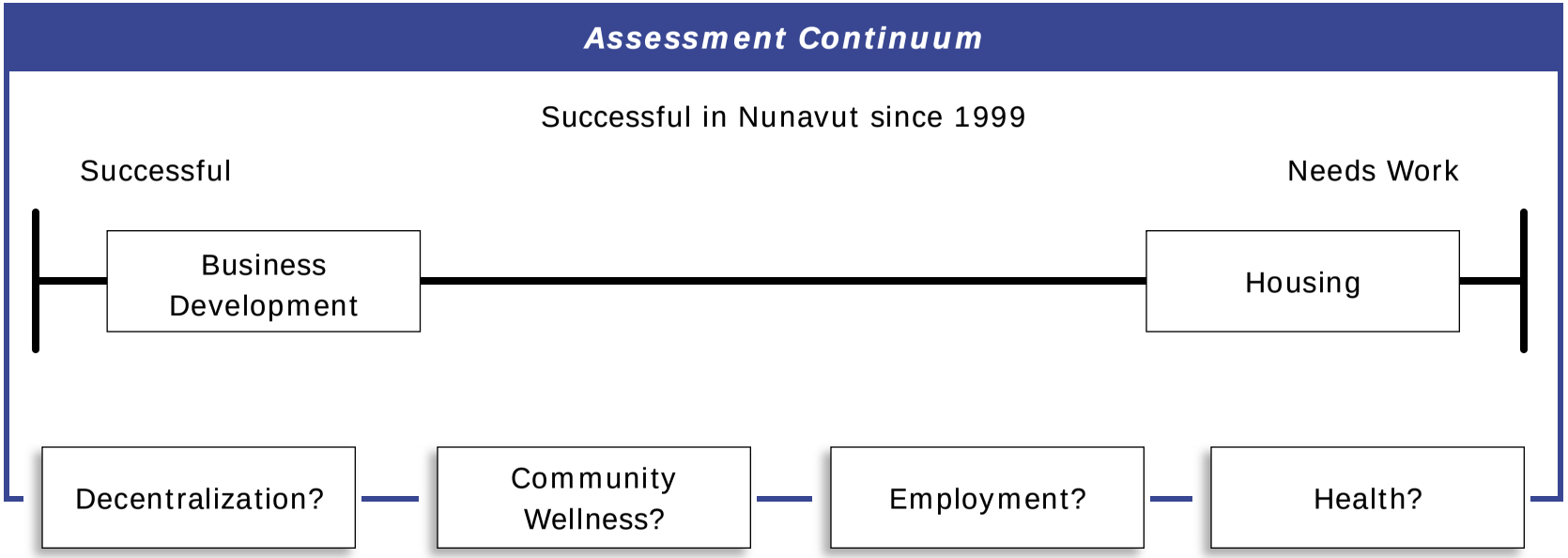
NOW
What is the situation now?

RESOURCES
What positive forces will affect the outcome?

CHALLENGES
What difficulties, constraints or challenges will affect the outcome?

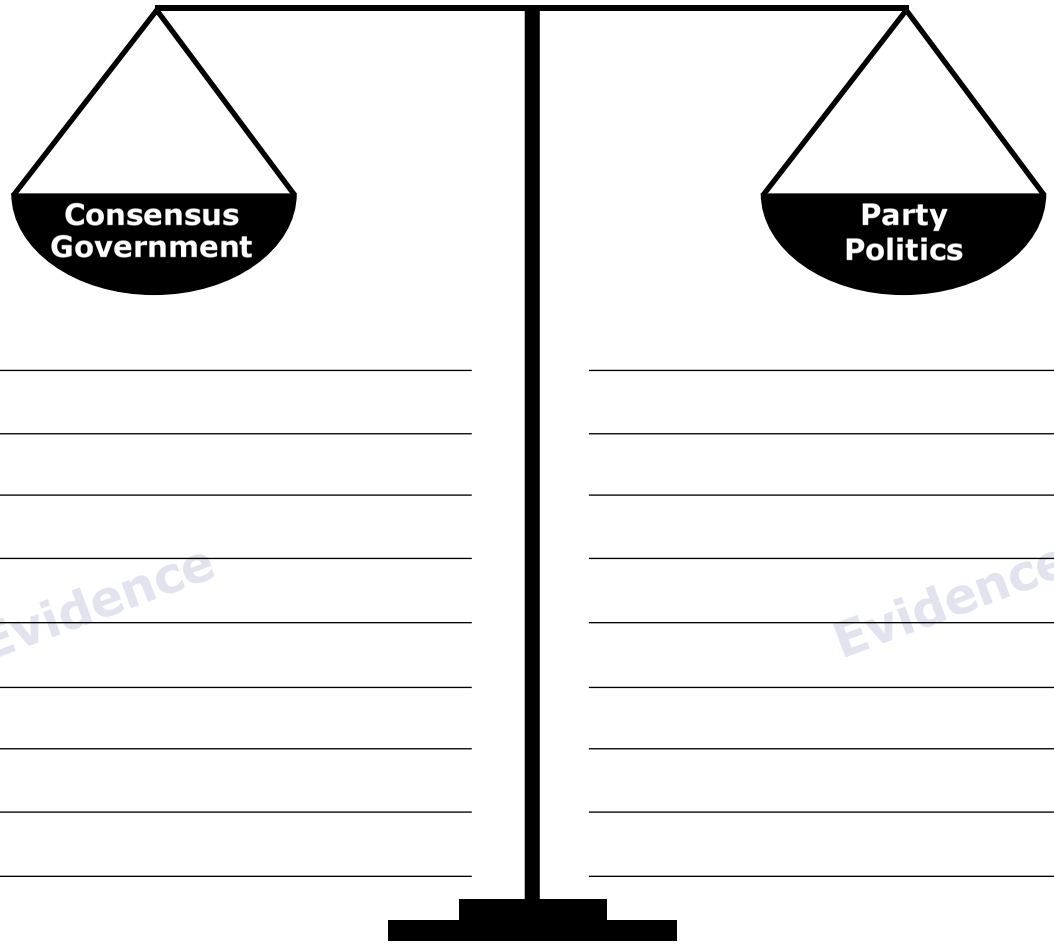
FUTURE
What can we expect in the future?

Sample Evaluation Frame 1



Sample Evaluation Frame 2

Weighing Arguments



Other Places to Find Information and Resources

Literacy and Adult Education Resources

Nunavut Literacy Council

The Nunavut Literacy Council, creator and publisher of this resource, is a not-for-profit, charitable organization that promotes and supports literacy activities in all the official languages of Nunavut. The work of the Nunavut Literacy Council includes facilitating a variety of training workshops, creating resources for children, families, adult learners and literacy practitioners that support literacy and language development, maintaining a Literacy Resource Centre and web site and promoting literacy through a variety of special events including the bi-annual Nunavut PGI Golf Tournament for Literacy founded by Peter Gzowski. For more detailed information on the Nunavut Literacy Council's work and services or to receive copies of our resources, please visit our web site or contact one of our staff at the numbers below.

P.O. Box 519
Rankin Inlet, NU, X0C 0G0
Tel: 867-645-5506 or 5512
Fax: 867-645-3566
E-mail: literacy@arctic.ca or

P.O. Box 1049
Cambridge Bay, NU, X0B 0C0
Tel: 867-983-2678
Fax: 867-983-2614
E-mail: kimcr@polarnet.ca
www.nunavutliteracy.ca

NWT Literacy Council

The NWT Literacy Council supports and promotes literacy in all of the languages of the Northwest Territories. The NWT Literacy Council maintains a user-friendly web site with information on adult, youth and family literacy and community development. They have created and published many resources, many of which are available on-line.

Box 761
5122 – 48th Street
Yellowknife, NT
Canada
X1A 2N6

Tel: (867) 873-9262
Fax: (867) 873-2176
E-mail: info@nwtliteracy.ca
www.nwt.literacy.ca

Nunavut Arctic College – www.nac.nu.ca

Nunavut Arctic College has developed curriculum documents for Adult Basic Education courses. They should be available at the Community Learning Centres in each Nunavut community. Use the ABE curriculum documents as guides to the skills that can be taught at each upgrading level. The ABE English 110 to 140 Curriculum Binder has lots of good suggestions on adult literacy instructional strategies. Also currently available are ABE Math, ABE Science, ABE Social Studies, ABE Introduction to Computers, ABE Career/Life Work 120/130, and ABE Career/College 130/140. NAC is in the process of developing The ABE Inuktitut Curriculum Binder.

National Adult Literacy Database (NALD)

The National Adult Literacy Database is a Canadian non-profit service. Their user-friendly web site has a wealth of information and resources including articles, reviews, research reports, literacy newsletters, abstracts about educational resources, several directories and links to many other literacy related web sites.

Scovil House
703 Brunswick Street
Fredericton, NB
Canada E3B 1H8
Tel: 1-800-720-NALD (6253)
http://www.nald.ca

AlphaPlus Centre

The goal of this organization is to help people (tutors, instructors, trainers, volunteers and researchers) find relevant resources and information to enrich the learning of adults in literacy programs.

AlphaPlus has recently published four separate lists of recommended resources for learning disabilities, literacy tutoring, numeracy and workforce literacy. These lists are available on-line at: http://alphaplus.ca/eng.asp

AlphaPlus also has an extensive and detailed index of literacy related resources available on the web: http://alphaplus.ca/opnhs/english/subjAuth.asp

Centre AlphaPlus Centre
2040 Yonge Street, 3rd Floor
Toronto ON M4S 1Z9
Tel: 416-322-1012, 1-800-788-1120
TTY: 416-322-5751, 1-800-788-1912
Fax: 416-322-0780, 1-800-788-1417
E-mail: info@alphaplus.ca, http://alphaplus.ca

Grass Roots Press

This Canadian company publishes and distributes literacy resources, over 200 books, videos and CDroms.

P.O. Box 52192
Edmonton, AB T6G 2T5
Tel: 780-413-6491
Toll Free: 1-888-303-3213
Fax: 780-413-6582
E-mail: grassrt@telusplanet.net
www.literacyservices.com

Movement for Canadian Literacy (MCL)

MCL is a Canadian national non-profit organization representing literacy coalitions (like the Nunavut Literacy Council), organizations, and individuals from every province and territory. MCL's web site includes literacy facts and research, submissions, reports and government documents on federal literacy policy as well as a learner section with links to teaching and learning resources.

Suite 300 – 180 Metcalfe Street
Ottawa, ON K2P 1P5
Tel: 613-563-2464
Fax: 613-563-2504
www.literacy.ca

Frontier College

Frontier College, established in 1899, is a Canadian volunteer-based, literacy organization that teaches people to read and write. They have produced resources for literacy tutors. "Useful Links for Tutors", a list of web sites for literacy tutors, is available on their web site.

35 Jackes Avenue
Toronto, ON M4T 1E2
Tel: 416-923-3591
Fax: 416-323-3522
Toll Free: 1-800-555-6523
E-mail: information@frontiercollege.ca
www.frontiercollege.ca

Canadian Language and Literacy Research Network

This is a research organization that is focused on improving and sustaining children's language and literacy development in Canada. Their web site has links to research, resources and literacy and language development related news.

c/o The University of Western Ontario
Elborn College, 1201 Western Road
London, ON N6G 1H1
http://www.cllrnet.ca

Canadian Association for the Study of Adult Education (CASAE)

CASAE is a research organization. Their web site has links to research in adult education, lists of recently published articles and books and courses offered in adult education in Canada.

Suite 204 – 260 Dalhousie Street
Ottawa, ON K1N 7E4
Tel: 613-241-0018
Fax: 613-241-0019
www.oise.utoronto.ca/CASAE/maineng.html

Literacy Information and Communication System (LINCS)

Developed by the American National Institute for Literacy, LINCS is an on-line information and communications network for adult and family literacy. The site has reviews of resources for teachers and students, literacy facts as well as links to many other literacy organizations.

National Institute for Literacy
1775 I Street, NW
Suite 730
Washington, DC 20006
http://www.nifl.gov/lincs/index.html

Tools of the Trade: Internet Resources for Adult Literacy

http://arthur.merlin.mb.ca/~alce/litresources/internet_list.htm

The Literacy List

The Literacy List is a large collection of free adult basic education and ESL/ESOL web sites, electronic lists, and other internet resources for adult basic skills learners and teachers. The resources have been suggested by adult literacy and ESOL practitioners.

http://www.alri.org/literacylist.html

ESL Café

This web site is designed for learners and instructors of English as a second language. The site has exercises for students and an on-line help centre where students can post questions that are answered by on-line instructors.

www.eslcafe.com

The National Institute for Literacy (NIFL)

NIFL is a federal organization in the USA that shares information about literacy and supports the development of high-quality literacy services so all Americans can develop essential basic skills.

www.nifl.gov

National Centre for the Study of Adult Learning and Literacy

http://gseweb.harvard.edu/~ncsall

Focus on Basics

Focus on Basics is the quarterly publication of the National Center for the Study of Adult Learning and Literacy. It presents best practices, current research on adult learning and literacy, and how research is used by adult basic education teachers, counselors, program administrators, and policy makers. Go to this web site: http://nscall.gse.harvard.edu/index.html Click on "Publications", then go to "Focus on Basics".

National Center for ESL Literacy Education (NCLE)

4646 40th Street, NW
Washington, DC 20016-1859
Tel: 202-362-0700, ext. 200
Fax: 202-363-7204
E-mail: ncle@cal.org
http://www.cal.org/ncle

Numeracy, Math Web Sites and Resources

www.mathgoodies.com

Math Goodies is a free math help site featuring interactive lessons, puzzles and worksheets geared toward public school students but would be useful for adult learners as well. They provide free homework help through e-mail. Math Goodies has over 400 pages of activities for students, educators and parents.

www.coolmath.com

This math web site is designed for all ages – children to adults. The site includes lessons, games, definitions and tips for students for becoming successful at math.

www.aaamath.com

Suitable for adults, this web site contains basic math from addition to statistics. Includes definitions, explanations and practice lessons.

http://www.math.com/students/homeworkhelp.html

This site, suitable for adults, includes definitions, explanations, quizzes and practice activities from basic math to geometry and algebra.

http://www.boxcarsandoneeyedjacks.com

This web site lists math resources that can be ordered on-line. These resources, which include books, games and manipulatives, were created to make math fun for children but are suitable for use with adults as well.

ABE Fundamental Level Mathematics, 1 and 2. Queen's Printer, Minister of Finance, Victoria, B.C. Includes workbooks and instructor's guides and is designed to help students gain greater confidence and skill in math. A complete description including a table of contents and ordering information is available through Grass Roots Press.

http://www.literacyservices.com

Selected Literacy Resources

- ***Guidelines for Teaching in a Bilingual Setting***, produced by Early Childhood and School Services, Department of Education, Government of Nunavut, Arviat, in 2001. This booklet contains principles for teaching in the school system in Nunavut, but applies to teaching adults as well.
- ***Inuuqatigiit; The Curriculum From The Inuit Perspective***
  This is a companion document for public education curricula in Nunavut and was guided by an advisory committee of Inuit teachers, and produced by GNWT Department of Education, Culture and Employment in 1996.
- ***Adult Basic Education English Curriculum (ABE 110-140)***, produced by GNWT Department of Education, Culture and Employment. Currently this curriculum document is being used by Nunavut Arctic College Community Learning Centres in Nunavut for ABE English. The information in this document is not easy to access, however it contains a wealth of resources and approaches, so it's worth the effort to get to know it. It lists the outcomes for each level, as well as many excellent instructional strategies. NAC is currently working on their own Inuktitut and English Curricula.
- ***Educating for Change: Community-Based/Student-Centred Literacy Programming with First Nations Adults*** by Carmen Rodriguez, published by Province of BC, Ministry of Advanced Education, revised in 2001. ISBN: 0-7726-4606-6. Available from Grass Roots Press: http://www.literacyservices.com. This is a valuable resource that includes practical strategies for developing oral language, reading and writing skills, as well as strategies for assessment and evaluation.
- ***Teaching Adults to Read: A Balanced Approach by Pat Campbell***, published by Grass Roots Press and the University of Alberta in 2003. ISBN: 1-894593-18-9. Available from Grass Roots Press: http://www.literacyservices.com. This book condenses a huge amount of research on reading into simple and usable strategies for adult literacy instructors. It would be a valuable resource for beginning and experienced instructors alike. It comes with two videos which clearly illustrate the teaching strategies.

- ***Canadian Adult Reading Assessment (CARA)*** by Dr. Pat Campbell and Flo M. Brokop, M. Ed., published by Grass Roots Press in 2000. Copyright University of Alberta. ISBN: Instructor's Manual and CD-Rom 1-894593-01-4. Student's Assessment Booklet 1-894593-02-2.

  Available from Grass Roots Press: http://www.literacyservices.com. CARA is an informal reading inventory for adults. It provides graded reading passages with Canadian content. This is an excellent tool that can be used with the book, Teaching Adults to Read, listed above. The CARA manual describes the assessment process clearly and includes all the information you need for diagnosis or placement. CARA helps you find patterns in learners' reading; then you can consult Teaching Adults to Read to find teaching strategies which suit each learner's reading pattern.
- ***STAPLE Supplemental Training for Practitioners in Literacy Education: Unlocking the Mystique of Teaching Reading and Writing Volume 1 and 2*** by Dr. Pat Campbell and Flo Brokop, M.Ed., published by Literacy Coordinators of Alberta in 1998.
  ISBN: 0-9680235-2-5. Available from Grass Roots Press: http://www.literacyservices.com.

  This is a two volume CD training program that takes adult literacy educators through the following topics: Introduction to Assessment, Reading Assessment, Teaching Reading, Writing Assessment and Teaching Writing. Volume two focuses on teaching beginning level literacy learners.
- ***Handbook for Literacy Tutors*** by Chris Harwood, produced by People, Words and Change and Ottawa-Carleton Coalition for Literacy in 1999. Available from Grass Roots Press. An excerpt from this handbook is available on the internet at: www.nald.ca/Pwc/resource/handbook.htm
- ***Writing Out Loud and More Writing Out Loud*** by Deborah Morgan. Vol. 1 ISBN: 1-894593-16-2. Vol. 2 ISBN: 1-894593-17-0.
  Available from Grass Roots Press: http://www.literacyservices.com. Two volumes that offer fun exercises and inspiring ideas to encourage even the most reluctant writer to put words on paper.
- ***Reading Instruction that Makes Sense*** by Mary Tarasoff, published by Active Learning Institute in 1993, reprinted in 2001. ISBN: 895111-08-0.
  Available from Grass Roots Press: http://www.literacyservices.com.
- ***Think, Write, Share: Process Writing for Adult ESL and Basic Education Students*** by Joyce Scane, Anne Marie Guy and Lauren Wenstrom, published by OISIE in 1991. ISBN: 0-7744-0363-2

- ***Native Learning Styles*** by Johnny Michael, published by Ningwakwe Learning Press in 2002. ISBN: 1-896832-31-8. www.ningwakwe.on.ca
- ***Destination Literacy: Identifying and Teaching Adults With Learning Disabilities***, published by Learning Disabilities Association of Canada in 1999. ISBN: 0-919053-62-9. www.ldac-taac.ca
  This resource has information on assessment and learning strategies that are helpful for all learners.
- ***Dimensions of Change, An Authentic Assessment Guidebook*** by Melody Schneider and Mallory Clarke, published by Peppercorn Books and Press in 1999. ISBN: 1-928836-02-X. www.peppercornbooks.com

  This resource includes many sample assessment tools and checklists, plus information on authentic assessment: intake and initial assessment, goal setting and assessment, self-evaluation, peer evaluation, checklists, portfolio assessment, reading, writing and math assessments and metacognition evaluations.
- ***Self-Evaluation... Helping Students Get Better AT It! A Teacher's Resource Book*** edited by Carol Rolheiser, produced by the CLEAR Group, OISE/ U of T and the Durham Board of Education in 1996. Lots of sample self-evaluation tools, intended for grade schools, but can be adapted for adults.
- ***Strategies of our Own: Learner Recruitment and Retention Toolkit*** by Judith Fowler, published by Community Literacy of Ontario.

  80 Bradford Street, Suite 508
  Barrie, ON L4N 6S7
  Tel: 705-733-2312
  Fax: 705-733-6197
  E-mail: clo@bellnet.ca

  Good information, clearly presented, on developing literacy programs that attract and retain learners; includes reading lists and web sites on every topic and sample forms and other tools.

- ***Grass Roots Press***

  An excellent source for literacy resources for instructors and learners. This company publishes and distributes over 200 books, videos and CDroms.

  P.O. Box 52192
  Edmonton, AB T6G 2T5
  Tel: 780-413-6491
  Toll Free: 1-888-303-3213
  Fax: 780-413-6582
  E-mail: grassrt@telusplanet.net
  www.literacyservices.com

'Learning to Learn' Resources

- ***Learning to Learn Online Course***

  www.ldrc.ca/projects/projects.php?id=26

  Includes a self study course called Learning to Learn. Learners can log on and become a member free of charge. This course requires a high level of reading ability but instructors may be able adapt exercises for use with students with lower levels of reading ability.

- ***The NESA Activities Handbook for Native and Multicultural Classrooms, Volume one, two and three***, by Don Sawyer and Art Napoleon. Published by Tillacum Library, Vancouver, BC. An inspiring resource for instructors and students with interactive exercises that build critical and creative thinking skills. Exercises can be adapted for Nunavut learners.

- ***Native Learning Styles*** by Michael Johnny. It is available from Ningwakwe Learning Press 1-888-551-9757. www.ningwakwe.on.ca

- ***Edward de Bono***

  CoRT THINKING Series, by Edward do Bono, has modules on Organization, Interaction, Creativity, Information and Feeling, Action. Other publications: Six Thinking Hats, Lateral Thinking, Serious Creativity. Various books and thinking training by Edward de Bono, available through:

  Advanced Practical Thinking Training Inc.

  2822 106th St. Suite 200

  Des Moines, IA, 50322

  www.aptt.com

- ***True Colours***

  There may be people in your community or region who could offer learning or personality assessments. E.g., The Career Development Officers at the Department of Education sometimes offer a personality and learning assessment called True Colours.