

Two Column Note-taking:

Roni Jo Draper - Chapter 8 - English Language Arts

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| <p>Disconnect between ELA instruction and literacy instruction</p> | <ul style="list-style-type: none">• ELA instruction sometimes falls short in terms of including literacy into the ELA curriculum successfully. |
| <p>THREE MODELS OF ELA INSTRUCTION:</p> | |
| <p>The Mastery Model</p> | <ul style="list-style-type: none">• Focuses on development of the students' literacy skills• Lessons are geared towards having students obtain these skills in a certain sequence• The focus is not on the actual literature or content being taught, but the skills used to interpret and understand the literature and content• Concerns<ul style="list-style-type: none">• Does not include the ELA processes of reading, listening, speaking, and viewing• Focuses on traditional print literacy, sometimes excluding alternate text resources |
| <p>The Cultural Heritage Model</p> | <ul style="list-style-type: none">• Promotes traditionally accepted literacy texts• Texts are selected based on their values, ideas, and histories that correlate with cultures• This is where our classic texts are most likely found• Concerns<ul style="list-style-type: none">• This model excludes the texts that we now find essential to the 21st century, especially in terms of adolescents• This model focuses more on the literature being read and barely on the actual literacy skills needed to digest it. |
| <p>The Process Model</p> | <ul style="list-style-type: none">• Focuses on actively engaging students in the processes of reading and writing• Allows more flexibility in what students are reading and writing about• Values unique students responses in the sense of the different texts• More practical in terms of the correlation between literacy, literature, and real-world applications.• Pushes teachers to select a variety of text genr |

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| <p>ENGLISH LANGUAGE ARTS</p> | <ul style="list-style-type: none"> • Refers to “a student-centered, inquiry-based approach to literacy acquisition.” • National English standards have been combined under one big idea of English Language Arts • Many recommendations are included in these new standards. <ul style="list-style-type: none"> - more broad range of instructional materials - print and nonprint texts <ul style="list-style-type: none"> *spoken, written, and visual - Bloom's taxonomy type questions - vocabulary training |
| <p>IMPROVING LITERACY INSTRUCTION</p> | |
| <p>From Skill Mastery to Strategic Proficiency</p> | <ul style="list-style-type: none"> • Proficient readers use three types of knowledge of strategies: <ul style="list-style-type: none"> - declarative knowledge (what is it?) - functional knowledge (how will I use it?) - generative knowledge (when will I use it?) |
| <p>Broadening the English Curriculum</p> | <ul style="list-style-type: none"> • It is important that teachers understand why they must teach certain cultural texts, while also supplementing them with various forms of other texts: <ul style="list-style-type: none"> - informational texts, historical primary source documents, historical photos, music, song lyrics, historical video footage, etcetera. |
| <p>Literacies Relevant to Adolescents' Lives</p> | <ul style="list-style-type: none"> • If teachers do not use materials and topics that are relevant to the lives of their students, they are going to find a lack of motivation within these students' work and genuine participation during class time. • Also, if the information is relevant, students are much more likely to generalize the information into their daily lives. |