LITERACY AND NUMERACY – SO MUCH MORE THAN READING AND ARITHMETIC

AUGUST 23, 2019
LITERACY AND NUMERACY
Take-Aways

- Shared understanding of a contemporary definition

- Practices and processes that are reflective of this definition and build capacity in deep and engaging ways for our learners

- A really brief look at evidence of learning, highlighting the primacy of the classroom
HOW ARE WE PREPARING TODAY'S YOUTH FOR TOMORROW'S WORLD?
3. short
4. book
5. Order
6. angry
What Matters Most

Knowledgeable → Knowledge-Able
LITERACY

The ability and willingness to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

NUMERACY

The ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context.
MAKING MEANING

- Collaborating
- Discussing
- Collecting
- Reviewing
- Organizing
- Analyzing
- Evaluating
- Synthesizing
- Sharing
- Publishing
Thinking Processes

LITERACY
Making Inferences
Summarizing results
Showing Relationships
Applying Organizational Structures
Describing, Comparing, Contrasting
Synthesizing Information
Justifying or Critiquing

NUMERACY
Making & Recording Observations
Explaining Thinking
Making Inferences
Analyzing and Drawing Conclusions
Generalizing a Pattern
Describing, Comparing, Contrasting
Synthesizing Information
How? When? Where?
Is Our Definition of “Text” Broad and Diverse?

Newspapers  Magazines  Articles  Online Opinions  Social Media Feeds
Anecdotal Testimonials  Instructions  Websites  Brochures  Maps
Charts  Graphs  Tables  Infographics
What to Look for in Literacy & Numeracy?
<table>
<thead>
<tr>
<th>Recall</th>
<th>Skills/Concepts</th>
<th>Strategic Thinking</th>
<th>Extended Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know it or they don’t</td>
<td>Students infer, estimate or organize</td>
<td>Student use higher order thinking processes</td>
<td>Students employ strategic thinking to solve problems</td>
</tr>
<tr>
<td>• Measure</td>
<td>• Explain</td>
<td>• Assess</td>
<td>• Apply Concepts</td>
</tr>
<tr>
<td>• Recall</td>
<td>• Describe</td>
<td>• Investigate</td>
<td>• Analyze</td>
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<tr>
<td>• Reproduce</td>
<td>• Graph</td>
<td>• Formulate</td>
<td>• Critique</td>
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<tr>
<td>• Calculate</td>
<td>• Classify</td>
<td>• Draw Conclusions</td>
<td>• Create</td>
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<tr>
<td>• Define</td>
<td>• Compare</td>
<td>• Analyze</td>
<td>• Design</td>
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<tr>
<td>• List</td>
<td>• Contrast</td>
<td>• Predict Outcomes</td>
<td>• Synthesize</td>
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<tr>
<td>• Identify</td>
<td>• Summarize</td>
<td>• Make Connections</td>
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Food for Thought

• Given the changes in curriculum, how are literacy and numeracy practices evolving in your school?

• What are the learning experiences you want to see for students?
THANK YOU!

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