

Critical Literacy Agenda

February 1, 2010

3:30 -5:00pm

I. Welcome

- a. Quick Write: What are my literacy practices? How do I write? How and what do I read? What kinds of things do I write/read? When? For what purposes? How do my students use literacy in their communities? When? For what purpose? (*Making Literacy Real* Larson and Marsh p.21)

II. Review Critical Literacy Overview from 1.4.10

- a. Examining texts from various angles (lenses), recognizing that authors and readers bring their own experiences and bias/influence to the text.
- b. The ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.
- c. Components of Four Processes Model
 - i. Code Breaker – What does the text *say*?
 - ii. Text Participant – What does the text *mean*?
 - iii. Text User – What do I *do* with the text?
 - iv. Text Analyst – What does the text *do* to me?

III. Share picture book (or other) Critical Literacy lessons you tried.

- a. What went well?
- b. What questions do you have?
- c. What support do you need?

IV. How do I use Critical Literacy in the Readers' Workshop?

- a. Luke and Freebody call for redefining reading by using a sociological rather than a psychological model. A psychological model focus on individual student's skills, choices and background knowledge, while a sociological model highlights that "teaching and learning to read is about teaching and learning standpoints, cultural expectations, norms of social actions and consequences." (Heffernan)
- b. Traditional Reading vs. Critical Reading vs. Critical Literacy

V. Demonstration

VI. Interactive work

- a. Compare picture book (*Teammates* by Peter Golenbock and Paul Bacon) and article (nonfiction)
- b. Share what your group developed

VII. Final Thoughts

- a. Connections to our opening list of what we would like students to learn
- b. Questions?
- c. Evaluation