

Read and respond



**ASSIGN
BUSTER**

View Message New It is important to, “ include participatory approaches that actively engage in their own learning (individually and in small groups) and that treat texts as tools for learning rather than as repositories of information to be memorized (and then all too quickly forgotten).” I’ve known this to be true in education as a whole, but this is an emphasis on reading and writing, an area I did not focus on. “ If academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement. Need to give multiple forms of literacy an equal importance in the classroom, KEY: “ This privileging elevates the importance and value of academic reading but tells teachers little about their students’ everyday uses of language and literacy.” Crucial for the teacher to understand the students’ interests and needs in order to raise literacy achievement The term, hypermedia, the integration of hypertext and multimedia It is important to address the “ multiple literacies” of adolescents in classroom instruction In treating texts as tools, there are multiple possibilities and uses for any tool. This places a critical responsibility in the teacher to instruct the students on how to use the tool properly. But what is the best way to use a book properly? Maybe this is why the author suggests that teachers in literacy programs need to go beyond viewing literacy programs as simply relating to books. If literacy itself is a tool, it is easy to see the application in all fields of knowledge and learning. But if we view texts themselves as tools, this places a priority on interpretation, which is subjective, or a reaction to objective knowledge by the students individually through usage. Hypermedia and hypertext make it easier to see text as tools, as in the programming languages of software. This leads back to the books as tools for programming behavior in student groups, or also the influence of the web, magazines, or other communication forms like

texting. Surprising “ Young people’s literacy skills are not keeping pace with societal demands of living in an information age that changes rapidly and shows no sign of slowing.” “ In grade 8, fewer than 3 percent of the students can analyze and extend information, which is required for reading at an advanced level. In grade 12, fewer than 6 percent of the students can read at an advanced level (U. S. Department of Education, 1999a)” This is alarming because, “ basic level literacy” is inadequate for the required complex reading and writing assignments The decrease in intrinsic motivation due to changes in instructional practices is unfortunate in during the transition from elementary to middle school. Yet, another researcher attributes this loss of motivation to less student-engagement Somewhat surprising is 73% of youths between 12 and 17 use the Internet, I thought it may have been higher, but nonetheless a high number The “ at risk” students are the most proficient in understanding media texts and communicating online

Additionally, I am a HUGE supporter of exercising the alternative approaches to actively engaging students, which will result in their OWN learning. The research shows that creating a participatory approach, peer interaction increases alongside cooperative learning.

Ultimately, the paper was well written and not confusing. I think it allowed for a better understanding of the actions teachers need to take in the classroom to better integrate reading and writing strategies for everyday life in an increasing Internet Age. I am somewhat doubtful about the combination of analysis and critical thinking as an aspect of literacy. For example, I believe all three elements are an important part of character and individuality in students, but analysis and extending knowledge through critical thinking are skills attained through proficiencies that are not

necessarily a core aspect of literacy. For example, there are different requirements for analysis and interpretation in scientific reading and English literature, and also in composition vs. lab report writing. Basic literacy allows the students to acquire the critical thinking and analysis skills in other disciplines or whatever they choose to specialize in academically. How can a teacher relate all the varieties of interpretation in a cross-disciplinary manner in a literacy context? Would it not be better to focus in advancing reading through vocabulary, and analysis through composition or report and writing related to subject matter, with special classes in critical thinking also not necessarily related to literacy but text and media interpretation? These are all important aspects to grow in the education context across all levels of instruction, but I believe in some ways literacy has many challenges inherently in its own sector of language competency, reading, writing, and vocabulary skill that are more fundamental than interpretation or critical thinking. I ????? ????????