

# 4. BASIC/TRADITIONAL LITERACY

BY LEAH G. STAMBLER, PH.D.

DEVELOPED FOR THE PIER INSTITUTE: GLOBAL YOUTH IN THE DIGITAL AGE  
YALE UNIVERSITY, JULY 8-12, 2013

©Literacies for the Digital Age to Teach in the K-12  
Classroom

# WHAT IS BASIC/TRADITIONAL LITERACY?

<http://pict.sdsu.edu/engage21st.pdf>

2

- BASIC LITERACY IS DEFINED IN *enGAUGE 21<sup>ST</sup> CENTURY SKILLS FOR 21<sup>ST</sup> CENTURY LEARNERS* AS:
- “**Language proficiency** (in English) **and numeracy** at levels necessary to function on the job and in society to achieve one’s goals and to develop one’s knowledge and potential in this Digital Age.”

# BASIC LITERACY'S DEPENDENCE ON THE LANGUAGE ARTS

<http://www.education.com/reference/article/language-arts/>

3

- The National Council of Teachers of English (NCTE) and the International Reading Association (IRA) (Standards for the English Language Arts, 1996), have identified six communication skills as the “Language Arts.”
- **Listening:** understanding spoken language
- **Speaking:** communicating ideas through oral language
- **Reading:** understanding written language
- **Writing:** communicating through written language
- **Viewing:** understanding visual images and connecting them to accompanying spoken or written words
- **Visually Representing:** presenting information through images, either alone or along with spoken or written words

# WHAT IS THE FUNCTION OF THE NATIONAL ASSESSMENT OF ADULT LITERACY [NAAL]?

<http://nces.ed.gov/naal/index.asp>

4

- “NAAL is designed to measure functional English literacy. The assessment measures how adults use printed and written information to adequately function at home, in the workplace, and in the community.”
- “NAAL is sponsored by the National Center for Education Statistics (NCES).
- NAAL is the nation's most comprehensive measure of adult literacy.”

# WHICH SKILLS ARE NEEDED TO DISTINGUISH AMONG THREE LITERACIES MEASURED BY NAAL?

<http://nces.ed.gov/naal/literacytypes.asp>

5

- **THREE TYPES OF LITERACY MEASURED BY NAAL:**
  - **Prose literacy:** The knowledge and skills needed to perform prose tasks, (i.e., to search, comprehend, and use continuous texts).
  - **Document literacy:** The knowledge and skills needed to perform document tasks, (i.e., to search, comprehend, and use non-continuous texts in various formats).
  - **Quantitative literacy:** The knowledge and skills required to perform quantitative tasks, (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials).

# HOW DOES LANGUAGE PROFICIENCY RELATE TO BASIC LITERACY?

<http://pict.sdsu.edu/engage21st.pdf>

6

- STUDENTS WHO HAVE BASIC LITERACY SKILLS IN RELATION TO **LANGUAGE PROFICIENCY** IN EVERYDAY LIVING MEET STANDARDS IN READING, WRITING, LISTENING, AND SPEAKING FOR TRADITIONAL AND MEDIA-BASED COMMUNICATION AND IN

| <b>PROSE</b>       | <b>DOCUMENTS</b> |
|--------------------|------------------|
| LITERATURE         | JOB APPLICATIONS |
| EDITORIALS         | BUS SCHEDULES    |
| NEWSPAPER ARTICLES | MAPS             |
| POEMS              | CHECKS           |
| STORIE             | TAX FORMS        |
|                    | TABLES           |

# Six early literacy skills to become successful readers

<https://multcolib.org/parents/early-literacy/six-early-literacy-skills>

7

**VOCABULARY:** knowing the names of things

**PRINT MOTIVATION:** interest in and enjoyment of books

**PRINT AWARENESS:** writing follows basic rules [e.g. flowing from top to bottom and left to right]

**NARRATIVE SKILLS:** understand/tell stories; make descriptions

**LETTER KNOWLEDGE:** letters have names, are different, are tied to specific sounds

**PHONOLOGICAL AWARENESS:** hear and manipulate smaller sounds in words; create rhymes; put word chunks together to make a word

# HOW DOES KNOWLEDGE OF NUMERACY RELATE TO BASIC LITERACY?

<http://pict.sdsu.edu/engauge21st.pdf>

8

- STUDENTS WHO HAVE BASIC SKILLS IN RELATION TO **NUMERACY/ QUANTITATIVE LITERACY** MEET STANDARDS IN THE CONTEXT OF TRADITIONAL AND MEDIA-BASED PROSE, DOCUMENTS, AND COMMUNICATION VENUES ENCOUNTERED IN EVERYDAY LIVING:
  - ▣ ARITHMETIC COMPUTING
  - ▣ MATHEMATICAL REASONING
  - ▣ PROBLEM SOLVING



# HOW DOES KNOWLEDGE OF TECHNOLOGY RELATE TO BASIC LITERACY?

<http://pict.sdsu.edu/engage21st.pdf>

9

- STUDENTS WHO HAVE BASIC SKILLS IN RELATION TO **INFORMATION/TECHNOLOGICAL LITERACY** “MEET STANDARDS IN THE CONTEXT OF TRADITIONAL AND MEDIA-BASED PROSE, DOCUMENTS, AND COMMUNICATION VENUES ENCOUNTERED IN EVERYDAY LIVING:”
  - “RECOGNIZING WHEN INFORMATION IS NEEDED
  - LOCATING INFORMATION
  - EVALUATING ALL FORMS OF INFORMATION
  - SYNTHESIZING AND USING INFORMATION EFFECTIVELY”

# Adolescent Literacy: More Than Remediation

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Adolescent-Literacy@-More-Than-Remediation.aspx>

10

- “To be successful learners, adolescent readers must master complex texts, understand the diverse literacy demands of the different content areas, and navigate digital reading.”
- “The heart of adolescent literacy reform must be ensuring that students leave high school with the reading and writing skills they need to thrive in the 21st century career and college landscape.”

# Adolescent Literacy: More Than Remediation

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Adolescent-Literacy@-More-Than-Remediation.aspx>

11

“Research suggests that schools should attend to three major challenges students face in making the transition from basic literacy to higher-level literacy:

- ▣ mastering increasingly difficult texts,
- ▣ understanding the distinctions among reading in different content areas, and
- ▣ reading digital content.

# Adolescent Literacy: More Than Remediation

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Adolescent-Literacy@-More-Than-Remediation.aspx>

12

- “No matter how successful early instruction in reading is, it cannot fully prepare students for the literacy demands that evolve after 3rd grade. Supporting adolescent literacy requires simultaneous attention to the needs of students who have not mastered basic reading skills and to the common need of all students to master ever-more-challenging texts in ever-changing contexts for increasingly divergent goals.”

# Adolescent Literacy: More Than Remediation

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Adolescent-Literacy@-More-Than-Remediation.aspx>

13

- “If our adolescents are to meet 21st century expectations for reading, all students must have opportunities to learn specialized reading habits and skills. In short, struggling readers who need basic skills instruction should receive it *plus* instruction in adolescent literacy.”

# BASIC LITERACY LOOKS TO THE FUTURE

14

© Original Artist  
Reproduction rights obtainable from  
[www.CartoonStock.com](http://www.CartoonStock.com)



search ID: dcrn167

" BUT IF YOU DON'T LEARN TO READ AND WRITE, HOW ARE YOU EVER GOING TO TEXT?"

# BASIC/TRADITIONAL LITERACY SOURCES

15

- <https://multcolib.org/parents/early-literacy/six-early-literacy-skills> Six early literacy skills, Multnomah County Library
- [http://cnets.iste.org/students/s\\_book.html](http://cnets.iste.org/students/s_book.html) iste.nets The standards for learning, leading, and teaching in the digital age
- <http://nces.ed.gov/naal/literacytypes.asp> National Assessment of Adult Literacy [NAAL] measures three types of literacy—prose, document, and quantitative

□

# BASIC/TRADITIONAL LITERACY SOURCES

16

- <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Adolescent-Literacy@-More-Than-Remediation.aspx>  
Adolescent Literacy: More Than Remediation by *Gina Biancarosa* in *Educational Leadership* March 2012 | Volume 69 | Number 6 Reading: The Core Skill Pages 22-27
  
- <http://www.education.com/reference/article/language-arts/> The Language Arts By B.D. Roe | E.P. Ross  
[Pearson Allyn Bacon Prentice Hall](#) Updated on Jul 20, 2010

□

□



# BASIC/TRADITIONAL LITERACY SOURCES

17

- <http://www.readwritethink.org/classroom-resources/lesson-plans/what-poetry-contrasting-poetry-30738.html> Lesson Plan What is Poetry? Contrasting Poetry and Prose
- <http://www.readwritethink.org/classroom-resources/lesson-plans/defining-literacy-digital-world-915.html> Lesson Plan Defining Literacy in a Digital World
- <http://pict.sdsu.edu/engauge21st.pdf> enGauge® 21st Century Skills: Literacy in the Digital Age, “The definition of student achievement must be broadened to include the 21st century skills that will be required for students to thrive in the future” (p. 1).