Reading

Intro IDEA 44 Learning how to read as a political act: Critical literacy in the 21st century

Due to the value of being able to read, urban students must acquire literacy skills. In a socio-economic structure where urban students live in a text-centric world, those who are not literate are at-risk of unemployment, the lure of the underground economy, prison, and even death. Since illiteracy creates an existential threat, learning how to read becomes a political act.

IDEA 44 Learning how to read as a political act: Critical literacy in the 21st century

http://vorcreatex.com/wp-content/uploads/2016/08/Learning-how-to-read-as-a-politica-act-Critical-literacy-in-the-21st-century.pdf

Intro IDEA 45 Literacy with an attitude: Educating working-class children in their own self-interest

Historically, when minority and poor children become literate, it is functional, not a critical powerful literacy.

- *Functional* literacy: a level if literacy which is traditionally required of the working class typified by an instruction making students employable in occupations of manual labor, retail, and the service sector.
- Critical *powerful* literacy: the type of literacy reserved for the children of the middle and upper classes typified by the ability to analyze, evaluate, and synthesize which is needed in/for occupations of leadership and power.

In *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest,* urban teacher Patrick J. Finn (1999) reasons that *learning to read is a political act/a political necessity* for the poor. Urban families of all colors must be enabled to see learning to read politically and not just in terms of traditional rationales society gives--economics/job related.

"Education is never neutral, Paulo Freire informs us; it either domesticates or liberates."
<p align="right">~ Patrick J. Finn</p>

Only when this "critical" literacy which liberates and not domesticates is taught "with an attitude" will urban students of all colors engage in and become powerfully literate.

IDEA 45 Literacy with an attitude: Educating working-class children in their own self-interest

http://vorcreatex.com/wp-content/uploads/2016/08/Literacy-with-an-attitude-Educating-working-class-children-in-their-own-self-interest.pdf

Intro IDEA 46 A school-wide cross-curriculum reading program: How students in every course practice reading and writing

The Brockton, MA high school (http://www.brocktonpublicschools.com/page.cfm?p=3) has over 4,000 students. Many are poor, African-American or Latino. In 1998, 25% of the students passed the state tests in math and 36% in English. In reaction to these low scores,

Brockton High became obsessed with a focus on literacy and an inclusive teacher driven approach. In 2015, 64% of the students passed math and 85% passed English. http://www.greatschools.org/massachusetts/brockton/392-Brockton-High-School/quality/#Test_scores

IDEA 46 A school-wide cross-curriculum reading program: How students in every course practice reading and writing

http://vorcreatex.com/wp-content/uploads/2016/08/School-wide-cross-curriculum-reading-program-How-students-in-every-course-practice-reading-and-writing.pdf

Intro IDEA 47 Media Literacy as the 4th R: Engaging all* students by providing multiple ways to teach, learn, and show learning

Most schools discuss what foreign languages will be taught. Spanish, French, Japanese…are mentioned. Curiously, "the arts" are not. Yet, that's what "the arts" are, another language. Drama, music, drawing, or video are ways of communicating. The multi-media of the Internet are spreading—global citizens are moving away from "text-centric"/written word communications to include more universal forms of communicating.

"Video is the 5th element of hip hop"   ~ Felipe Vargas, community activist

This "re-defining literacy" opens up how schools can connect to students, especially those considered non-traditional learners, and/or from bi-cultural and marginalized groups. By including all forms of communicating, schools play to students' strengths by increase ways students can express their uniqueness, or ideas/concerns. Expanding "literacies" also increases ways students understand/express what they know and can do in classrooms and on assessments--making media literacy an invaluable classroom tool for reaching all* students.

Media literacy also promotes critical thinking. In many instances it is the critical consciousness inherent in global youth culture which causes students to distrust schooling. Embracing, not ignoring, this critical stance via media literacy will show the more oppositional students that public schools want them to be informed critical consumers and global citizens.

IDEA 47 Media Literacy as the 4th R: Engaging all* students by providing multiple ways to teach, learn, and show learning

http://vorcreatex.com/wp-content/uploads/2016/08/Media-Literacy-as-the-4th-R-Engaging-all-students-by-providing-multiple-ways-to-teach-learn-and-show-learning.pdf

Intro IDEA 48 Why media literacy is important for Indianapolis young people: The relationship between media literacy and personal efficacy, and between media literacy and personal violence

What is digital and media literacy? https://www.youtube.com/watch?v=tH1fP8Ji9PI Media literacy enables urban children/youth to look upon the world and its representation of them by the media with a critical eye. It empowers them to understand and actively participate in discussions about government, be skeptical about the political process and the role of politicians, and how to use media make their voices heard.

IDEA 48 Why media literacy is important for Indianapolis young people
http://vorcreatex.com/wp-content/uploads/2016/08/Why-media-literacy-is-important-for-Indianapolis-young-people-The-relationship-between-media-literacy-and-personal-efficacy-and-between-media-literacy-and-personal-violence.pdf

***Intro* IDEA 49 Epi-literacy: Reaching all* students: Moving past traditional *struggles* around literacy and especially what being literate means today**

With the advent of digital technologies come digitally savvy children known as "DigiKids." They interact with and respond to rich, "curatable" multi-modal communications as part of their daily-lived experience. For DigiKids, traditional text-based literacy is of diminishing significance as they exercise a wide range of new literacy practices and capacities.

Looking into/supporting the epi-literacies of Marion County students who are not successful in school through traditional literacy, will provide more ways for all* students to be successful.

IDEA 49 Epi-literacy: Reaching all* students: Moving past traditional *struggles* around literacy and especially what being literate means today

http://vorcreatex.com/wp-content/uploads/2016/08/Epiliteracy-Reaching-all-students-Moving-past-traditional-struggles-around-what-literacy-is-and-especially-what-being-literate-means.pdf