

From ask to ASK

從領綱到素養評量

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20200330正德國中,與您同行

核心素養

生活情境

系統思考與
解決問題

規劃執行與
創新應變

身心素養與
自我溝通

自主行動

B1

多元文化與
國際理解

終身
學習者

符號運動與
溝通表達

社會參與

生活
情境

科技資訊與
媒體素養

藝術涵養與
美感素養

動
互通達

人際關係與
團隊心得

道德實踐與
公民意識

生活
情境

C2

新課綱以
學習重點
進行整合

學習表現(比較偏向認知歷程、行動能力、態度)

學習內容(比較偏向學習素材)

二者需**結合編織**在一起，構築**完整的學習**。

素養導向下的課程、教學及教材發展，乃在強調**終身學習者**的陶養，面對快速變遷的資訊及社會，除了重視**知識**之外，更要注重**行動**及**態度**，並透過「**覺察及省思**」將此三者串連為三位一體，以求自我精進並與時俱進。

各領域/科目學習重點

(學習表現 / 學習內容)

學習重點(以某課為例)

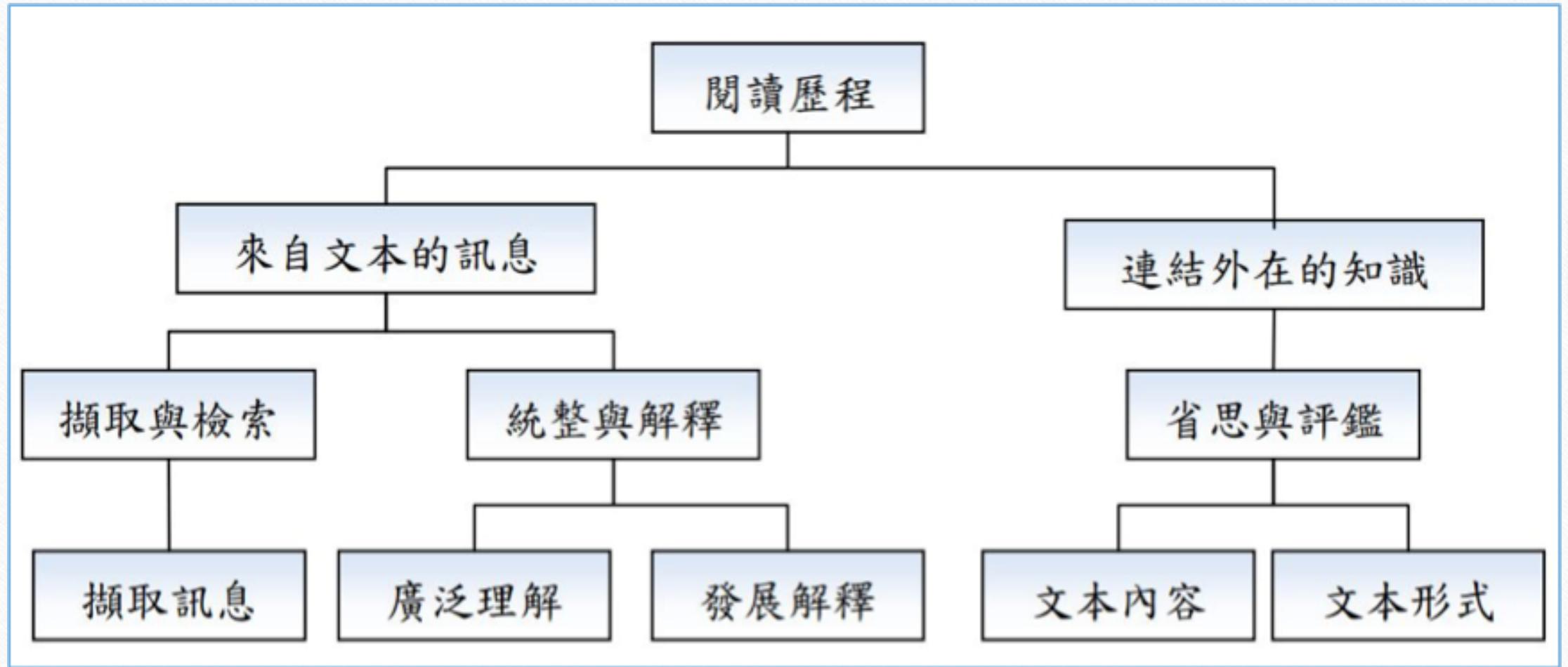
學習表現

- 1-IV-8 能聽懂簡易影片的主要內容
- ⑤3-IV-2 能辨識課堂中所學的字詞
- 5-IV-8 能聽懂簡易故事，並能以簡單的字詞、句子記下要點。
- 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。
- 9-IV-4 能綜合相關資訊作合理的猜測。

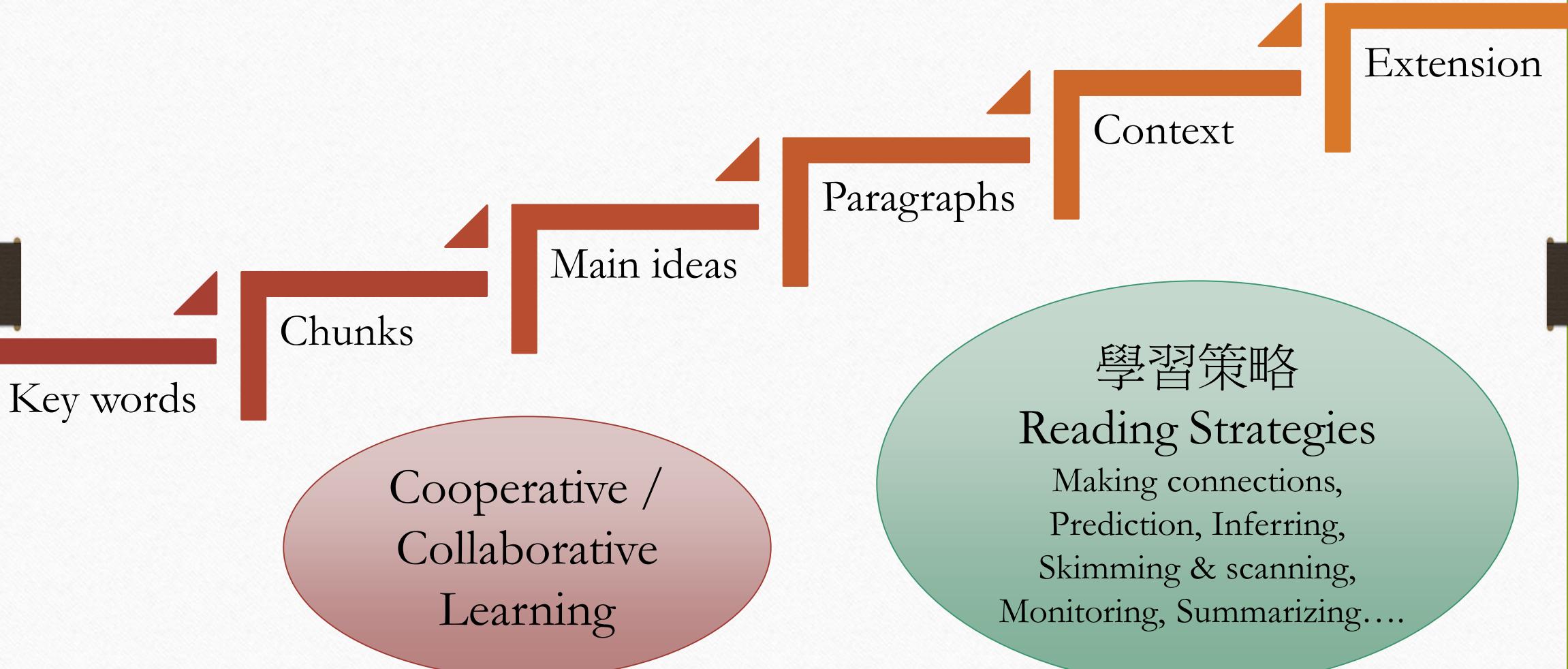
學習內容

- Ae-IV-15 簡易故事的背景、人物、事件和結局。
- Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）。
- *⑥B-IV-8 引導式討論。
- D-IV-1 依綜合資訊作合理猜測。
- D-IV-2 二至三項訊息的比較、歸類、排序的方法。

閱讀素養的認知歷程



學習流程與策略可以是...



Reading strategies

<https://present5.com/graded-readers-obuchenie-chteniyu-podrostkov-obzor-raznyx/>

Skimming is when we *glance over* a text to get the main idea, or “*gist*”



Scanning is when we *quickly look through* a text to pick out key points



Intensive reading is when we *closely examine* text for literary or linguistic purposes

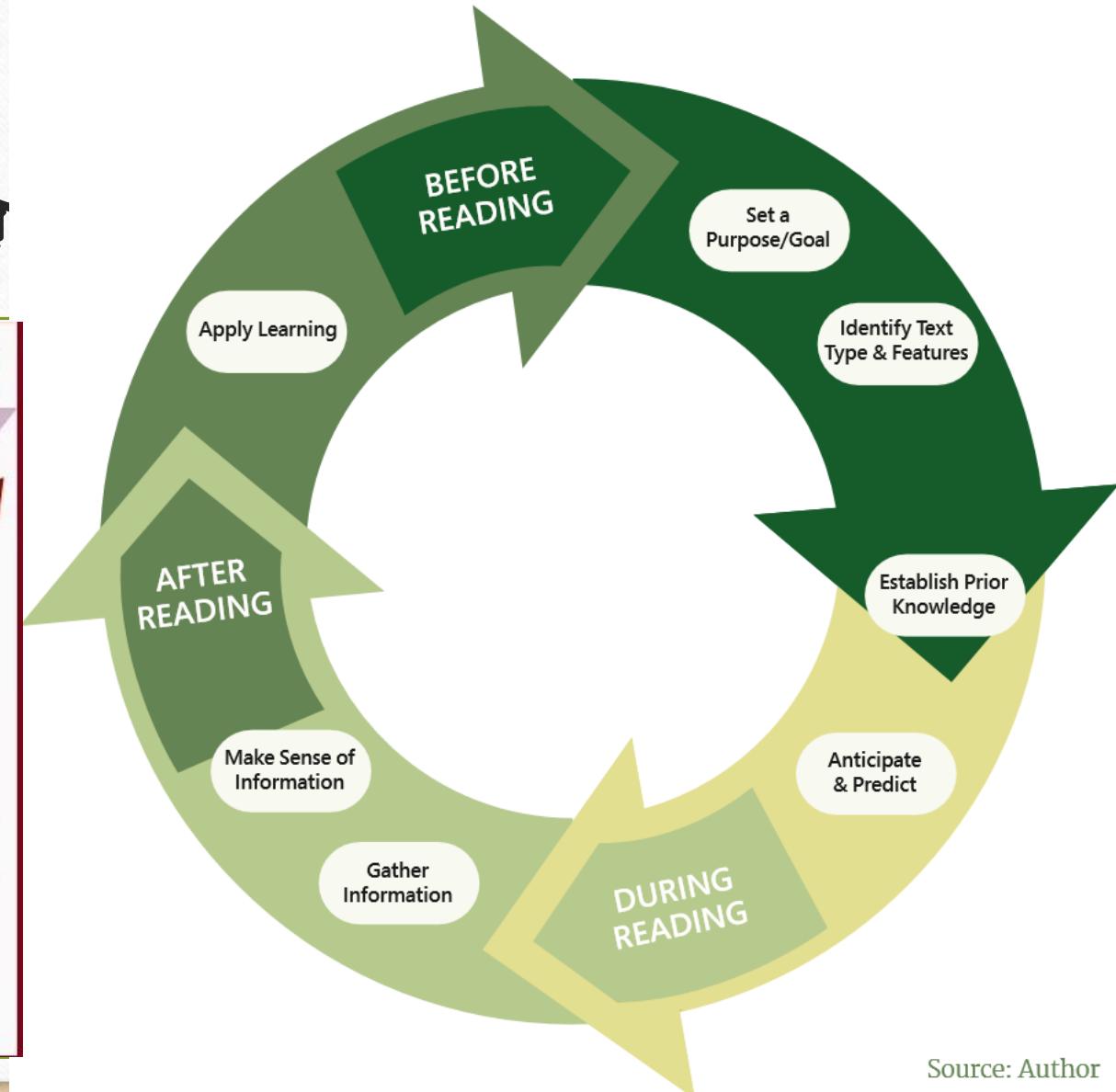
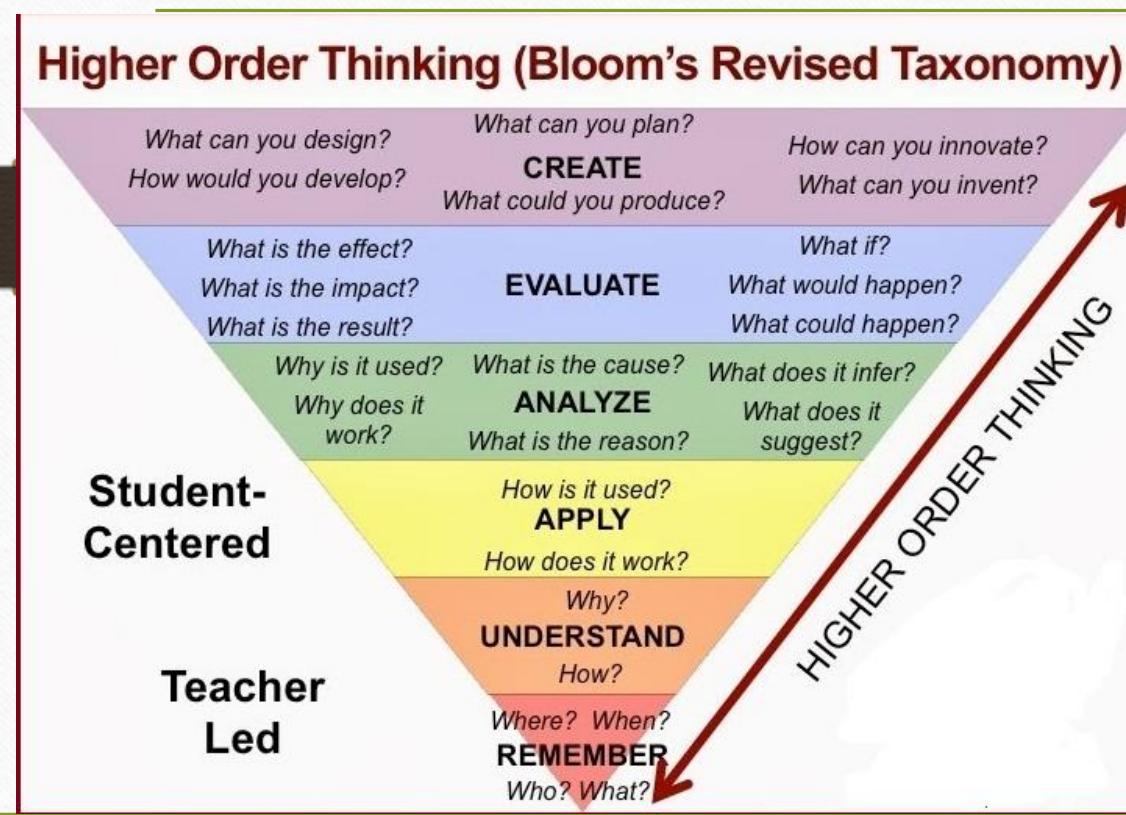


Extensive reading is reading “normally” *for pleasure* when we are immersed in a book!



老師減少講述 增加學生運用策略機會

Higher Order Thinking (Bloom's Revised Taxonomy)

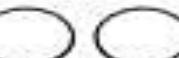


Source: Author

CLOSE READINGanchor chart.....

CLOSE READERS

DO THESE THINGS

- Read the text slowly at least twice ►► x 2
- Get the gist of what the text is about ★
- Circle words you aren't sure of and try to figure them out 
- Reread, annotate, and underline key vocabulary 
- Use the text to answer questions ???
- Gather evidence from the text 
- Talk with each other about what you think it means 
- Read again to summarize or answer specific questions 

HIT THE QUAN

Q

U

A

N

read the entire
QUESTION

UNDERLINE

important words or
phrases

ANSWER the
question

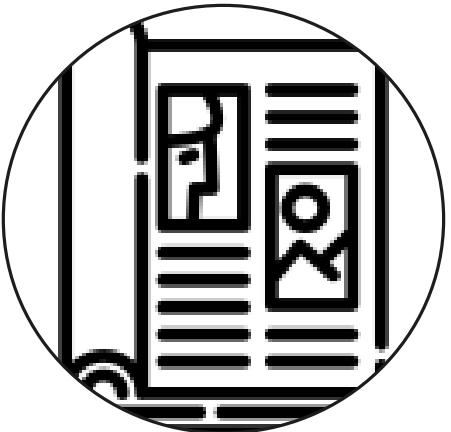
NOTE evidence
from the text to
prove your answers.

英語閱讀策略的適用範圍



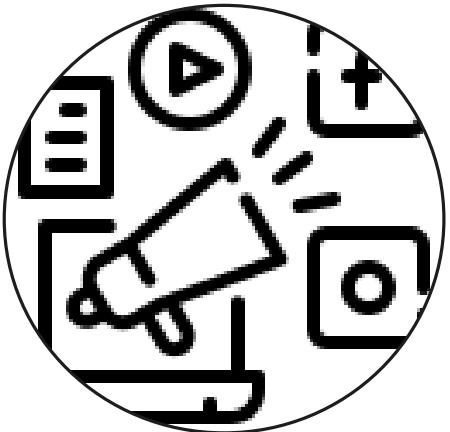
教科書

- Dialogue
- Reading)
- Extension



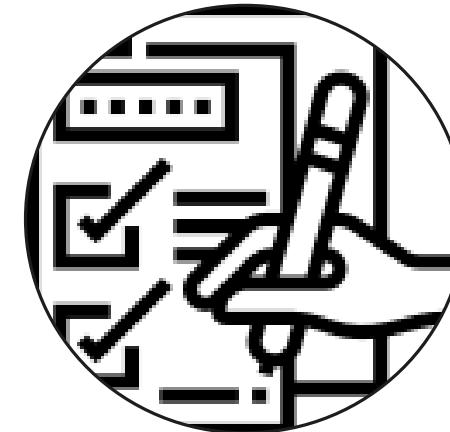
書籍或雜誌

- 繪本
- 讀本
- 雜誌



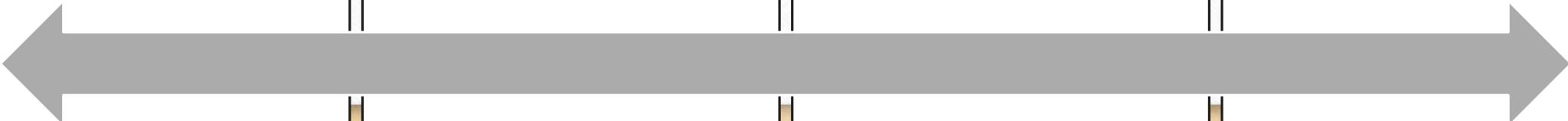
視聽媒材

- 聽力教材
- Videos (ex: Youtube)



題本

- 出版商題本
- 會考考古題
- 自行命題

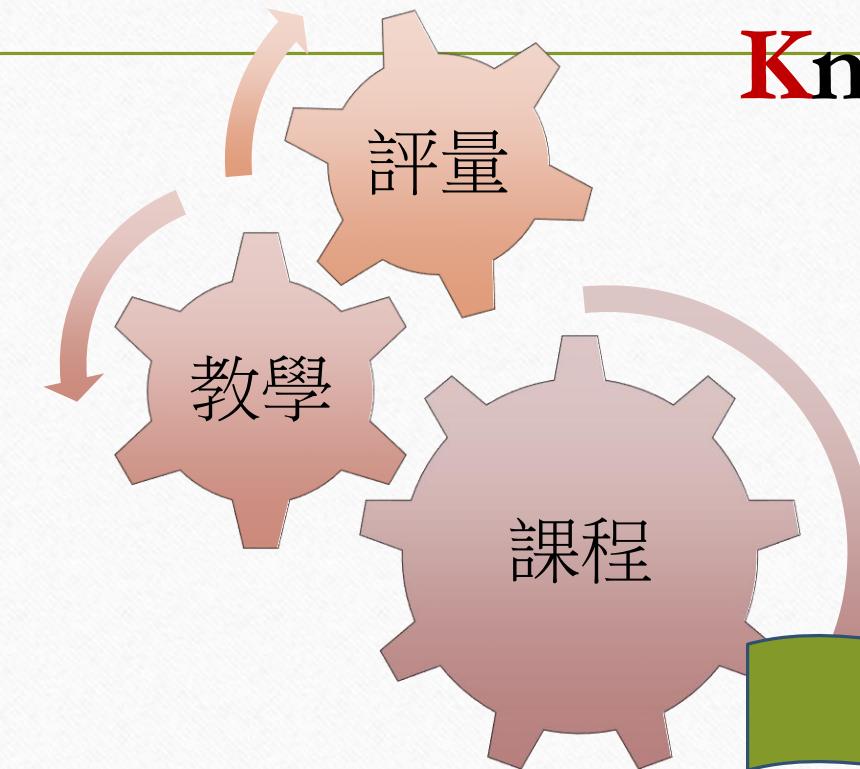
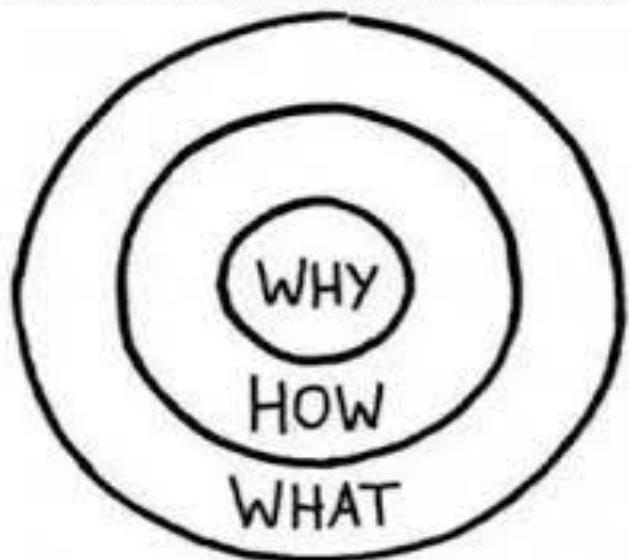


From *ask* to **ASK**

Attitude

Skill

Knowledge



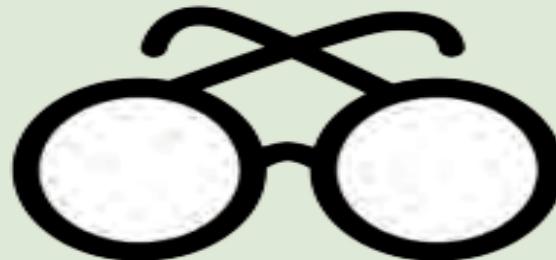
Just try it!

3 PHASES OF CLOSE READING

Read for 3 purposes

PHASE 1

*Determine what
the text says.*



Read for:

- General Understandings
- Summary, Central Idea, Theme
- Key Details, Text Organization

PHASE 2

*Determine how
the text says it.*



Zoom in and think about:

- Vocabulary, Words
- Genre, Text Structure, Syntax
- Point of View, Author's Purpose, Perspective

PHASE 3

*Determine why
the text matters.*



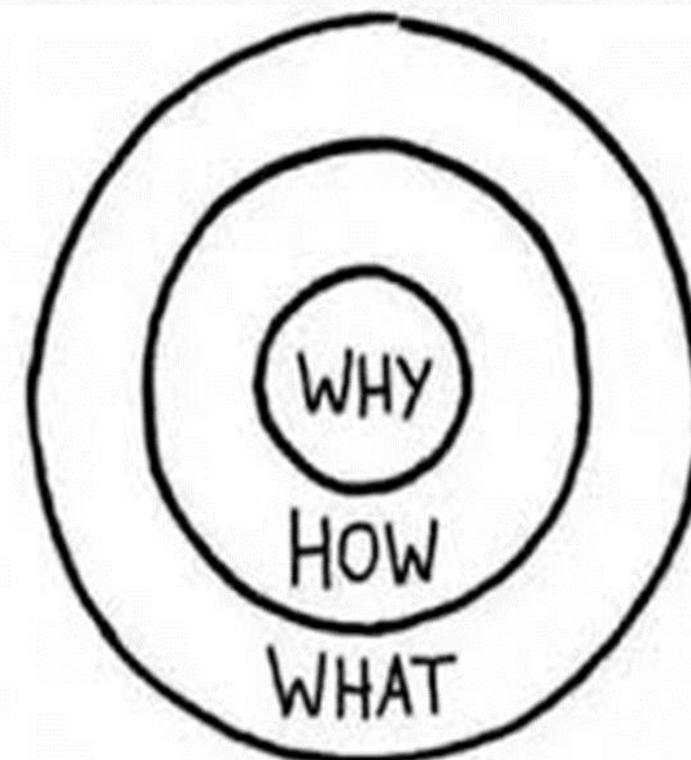
Zoom out and consider:

- Visual Features of the Text
- Text Quality, Author Credibility
- Text-to-Text Connections

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如何應用在英語課？

- 學生應該要學到什麼？
- 還需要知道什麼補充？
- 什麼領域可以跟這篇連結？



試試看

Do's and Don'ts in the Museum

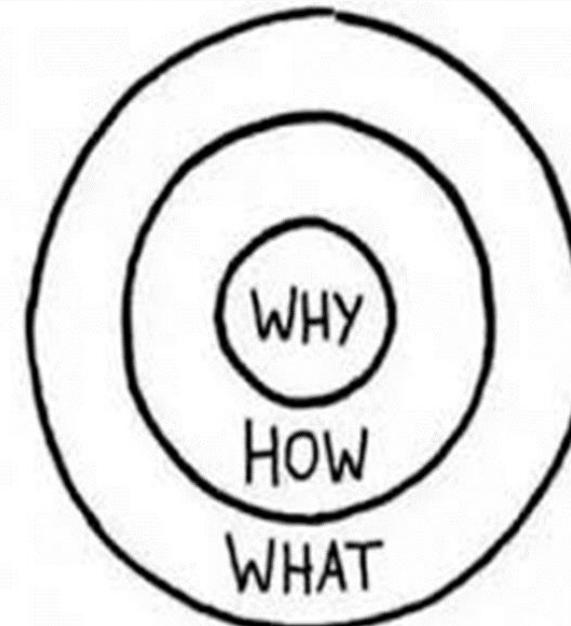
H, welcome to Taipei Fine Arts Museum
Please follow the rules.

- 1. Don't run.
- 2. Don't eat or drink.
- 3. Don't make any noise.
- 4. Don't shout in the museum.
- 5. Let's stand in line and go into the museum.

以下問題在 **What/ How/ Why** 哪個層次

- A. What might we see in the museum?
- B. What can't we do in the museum?
- C. What can we do in the museum?
- D. Who may tell the rules?
- E. Why do we follow the rules?

試以 **What/ How/ Why** 三層次提問：



Zootopia

Read
together!

Zootopia is a **movie** about an **animal** city. **Animals** like foxes, rabbits, kangaroos, hippos, koalas, oxen, bears and lions, all **live happily** in **Zootopia**. They **act like humans**. For example, they **walk like humans**, they **wear** clothes, and they **have** jobs. They even **use** high technology.



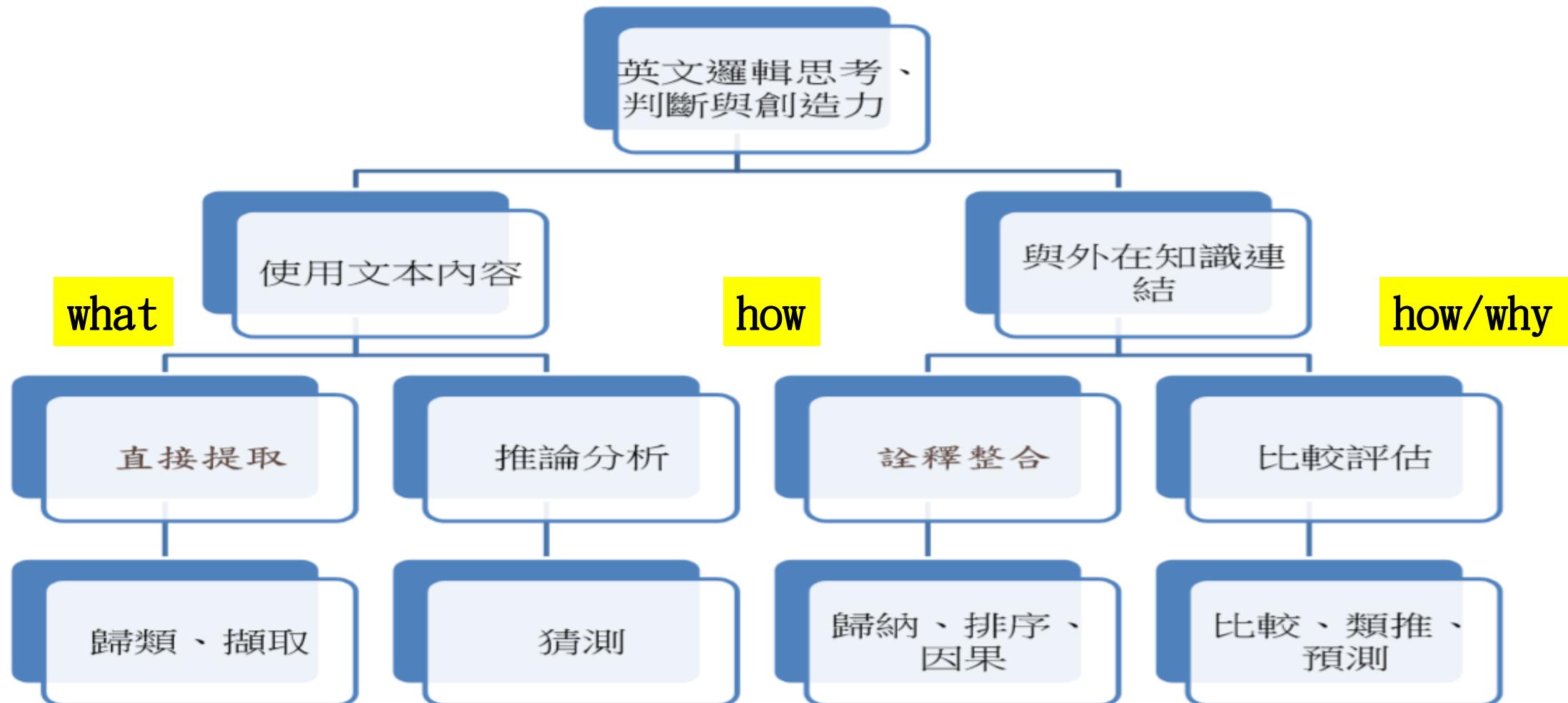
Open your books to read *Paragraph 1* in p.42.
Write down the answers on the whiteboard .

1. How do animals live in Zootopia?
2. Animals in Zootopia act like _____.
3. How do you know they act like '↑ ↑'?

Scanning的運用
從WHAT怎麼延伸
到HOW與WHY

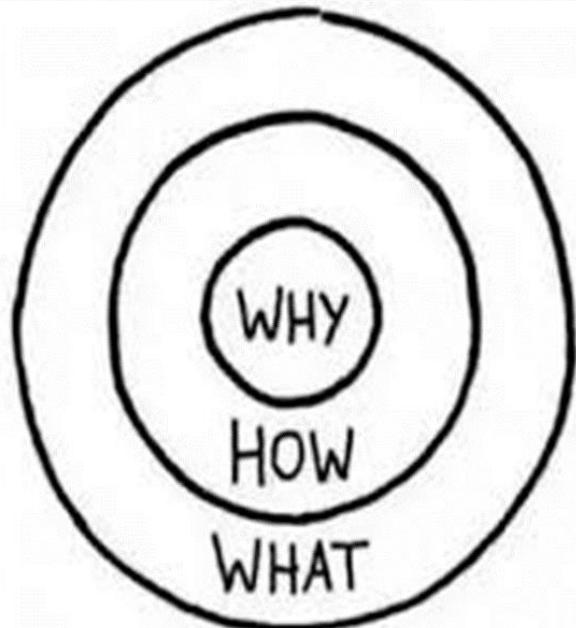
They even use high technology.

素養閱讀評量的類型



Are you talking to me?

107會考16-18題



what

C

how

A

how

C

(16-18)

Robert likes to take a walk in the park after work. One day when he was walking in the park, he heard a woman calling his name. He stopped to look around, but didn't see anything 16. Shortly after Robert saw it, it was gone.

Though Robert felt a little strange, he did not think about it too much and sat down for a rest on a bench in the park. Then he noticed the snake he had just seen 17. Robert was too afraid to move away from the bench. Right at this moment, a woman behind him shouted, "Come here, Robert. You can't stay on the bench like that. 18."

In surprise, Robert turned around and said to the woman, "Excuse me, but that's not a very nice thing to say, and in fact some people say I'm handsome."

"I'm not talking to you," said the woman. "I'm telling Robert, my pet snake, to get down from the bench, not you."



16. (A) like a snake
(B) that could move
(C) except a little snake
(D) that could make noise

17. (A) climbing up the bench
(B) running after a woman
(C) stopping beside his feet
(D) falling down from a tree

18. (A) The bench is broken
(B) The seat has been taken
(C) People will be scared by you
(D) The paint of the bench is still wet

Jim Webb Oct. 16, 1987

Over the years, the number of whales has dropped sharply. From 1946 to 1986, about 340,000 whales were killed. People worry that children in the future can only see whales in pictures. They believe all kinds of whaling (whale hunting) should be stopped before it's too late.

Some people are trying to stop whaling all over the world. But they fail to notice one fact: Whaling was going on for a long time before the number of whales went down and became a problem.

Whaling started as early as 1,500 years ago. This was how tribespeople fed their families. They hunted whales for meat because almost nothing could grow on their land. They also made whale fat into oil and used it to make candles or oil lamps. Over the years, whaling became their way of living, and even part of who they are.

Tribe whaling is not the thing we should worry about. Of all the whales that were killed over the past forty years, only 10% were hunted by tribespeople. The other 90% died at the hands of the money-making whaling business. When we try to stop all kinds of whaling, we should think what we are asking tribespeople to give up and whether this is the best answer to the problem of whaling.

 tribe 部落 fat 脂肪

Stop All Kinds of Whaling?

107會考35-37題

() 35. Below are the writer's points in the reading:

- a. Whether we should stop tribespeople whaling
- b. The problem of whaling
- c. Whaling as a way of life

In what order does the writer talk about his points?

 order 順序

(A) a→c→b. (B) b→c→a.
(C) c→a→b. (D) c→b→a.

() 36. Which idea may the writer agree with?

(A) We should stop all kinds of whale hunting.
(B) We should not worry about the number of whales.
(C) Tribespeople's way of living is as important as animal lives.
(D) Working with the whaling business can make tribespeople's lives better.

() 37. What can we learn from the reading?

(A) Tribespeople believe whales bring good luck.
(B) Tribespeople become rich by selling whale oil.
(C) Whaling was not a problem until 1,500 years ago.
(D) Whaling helped tribespeople's lives in different ways.

(28-31)

Why Girls

104 會考 28-31

The idea may hit you once or twice a year. You come home on a hot summer day, hoping to have a cool bath, and find out there is no water. Then you see how important water is in your everyday life. However, in many parts of the world, water is not just about one's everyday needs.

In countries like Tanzania, water is hard to get, and the job of collecting water falls on women's shoulders. Girls are often kept home from school to collect water while their brothers stay at school studying. Studies show Tanzanian girls who live 15 minutes from clean water spend 12% more time at school than those who live an hour away. More time spent collecting water means less time for learning. For these girls, "Knowledge is power" is not just words; it is a sad fact in real life. With less time spent at school, their chances of getting well-paid jobs are small, and they often have no voice in important matters, like who to marry. These girls are often married into poor families. They have little money or knowledge to take care of their children, who often end up dying young. For the baby girls who are lucky enough to live, their life may still center around "water," just like it did for their mothers.

28. What does The idea mean in the reading?

how

A (A) Water is important in one's everyday life.
 (B) Water is not just about one's everyday needs.
 (C) It is nice to have a cool bath on a hot summer day.
 (D) We should not take a bath when there is little water.

29. What is the reading mostly about?

(A) Why it is important to save water.
 (B) How water may give a country power.
 (C) How water may play a part in one's future.
 (D) Why it is hard to get water in poor countries.

how/why

30. What do we know from the reading?

(A) Children in poor countries die from drinking dirty water every day.
 (B) Girls who spend little time at school have a harder life when they grow up.
 (C) Girls in countries like Tanzania are often paid less for the same job than the boys are.
 (D) Children from poor families are often kept from school to take care of younger children.

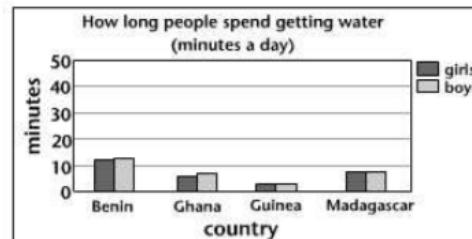
how

31. Families in the countries of Benin, Ghana, Guinea and Madagascar deal with the job of water-collecting the same way Tanzanian families do.

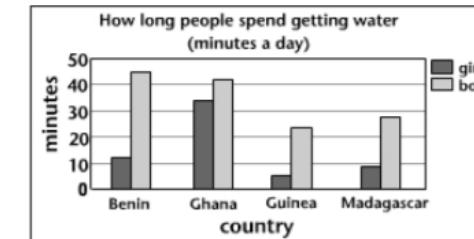
D From the reading, which chart best shows the fact?

chart 圖表

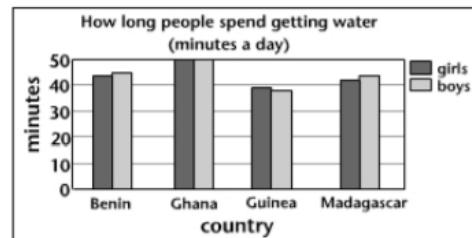
(A)



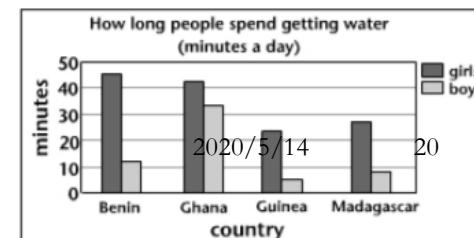
(B)



(C)

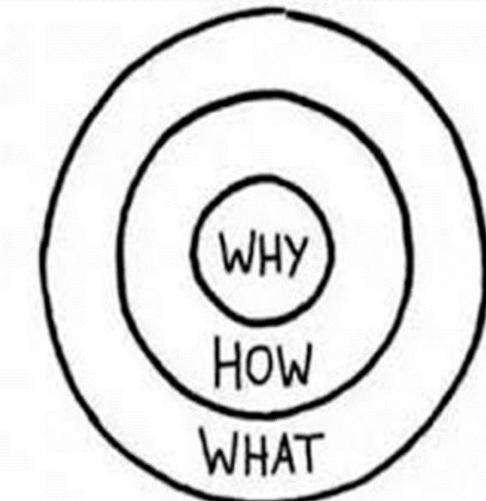


(D)



how

Your turn!



學會用閱讀策略，就具備閱讀素養

Thank you!

