

# Literacy Lessons

for Teachers  
Supporting Students  
in Dual Credit Programs

# Literacy Lessons

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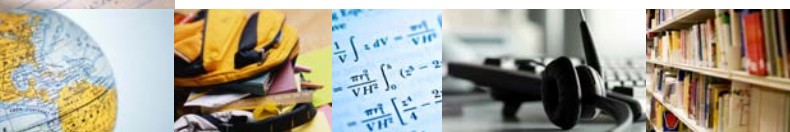
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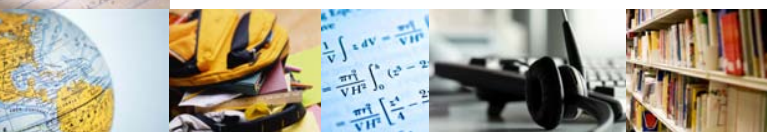
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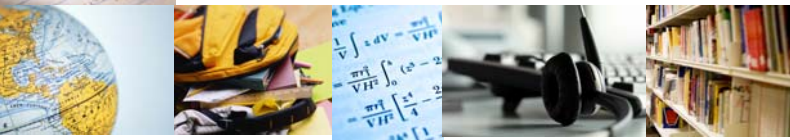
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The phase 2 writing team developed the Literacy Lessons, interviewed college students, played with creative titles, integrated what we know about literacy and learning with the *Ontario College Writing Exemplars* and college web site material, balanced effective pedagogy with the unique challenges of Dual Credit programs, and developed a lesson format to serve both teachers and students. The project is grateful for their creativity and perseverance.

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## Introduction



## Context

Dual credit programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. The primary focus is on those students facing the biggest challenges in graduating. This includes disengaged and underachieving students who have the potential to succeed but who are at risk of not graduating from high school, and students who have left high school before graduating. The focus includes, but is not limited to, aboriginal students, students learning English or French as their second language, students who would be the first in their family to attend postsecondary education, students who have been designated as crown wards, students who have special education needs, and students who have been out of school and are returning to complete optional credit requirements toward the OSSD.

*Literacy Lessons for Teachers Supporting Students in Dual Credit Programs* has been developed in response to the needs of secondary school teachers in the dedicated role who are supporting these students. This resource document also responds to the recommendations of college professors as noted in the report of the College Sector Committee for Adult Upgrading, *Essential Skills for Success...in College Postsecondary and Apprenticeship Programming*.

The dual credit program is one example of the expanding course choices, program innovation and options that promote student success. As described in *Reach Every Student: Energizing Ontario Education*, these programs also include cooperative education, specialist high skills majors, credits for external credentials and the Ontario Youth Apprenticeship Program. (Ministry of Education, 2008, p. 7)

Secondary school teachers in a dedicated role in the dual credit program have a key role in helping students meet learning challenges in both the secondary school and college settings. The unique challenge of the role is to do so through the lens of transitioning from secondary school to college and apprenticeship programs.

Because of the nature of the dual credit program, teachers may have to overcome barriers to create opportunities for face-to-face contact with students. Although face-to-face contact is “the best approach to initiate trust and open communication between the student and support teacher” (Chaput, 2007, p. 1), teachers also make effective use of telephone conversations and messages to support student success.

## Literacy and Learning Supports

The “literacy lessons” in this resource are intended to highlight the knowledge, skills, and attitudes embedded in reading, writing and the use of texts that students encounter not only in school, college and work communities, but also in every community with which they participate. Literacy and learning strategies are integrated into the lessons to scaffold students’ successful transition to using more complex and varied material and to learning in the college environment.

Even though particular texts might not be typical of the particular course the student is taking, the type of text and strategies to read, write and use it have been chosen to build knowledge, skills, and strategies relevant to other dimensions of a student’s study, work or life. As such, the “literacy lessons” are as much about learning how to learn as they are about specific text types. For this reason, teachers are asked to work with students to understand connections to their college courses and workplace destination, and to see opportunities for transfer.

The literacy and learning support provided by teachers in the dedicated role goes well beyond traditional concepts of literacy. Our concepts of literacy and of texts are expanding, for example to include combinations of print and image and digital literacies. The dedicated role involves teaching the critical thinking processes and habits of mind that foster lifelong learning in any area of study. Teachers counsel students, help students set learning goals and apply learning to their college courses, and monitor their progress. They facilitate student success by building on previous learning and anticipating subsequent learning, helping students adapt to a self-directed learning environment, recognizing student needs, and helping them access appropriate supports and resources. Teachers address students’ emotional, social and character development, for example through teaching how to take a critical literacy stance—the understanding that literacy is the basis for agency and action in the world. They treat students as young adults and unlock the potential for them to be effective participants in school and college life, and, by extension, in society.

## Student Profile

Although students in the dual credit program are usually close to completing the requirements for secondary school graduation, they often find it difficult to attain the final credits, and frequently have not achieved high marks in the credits that they have accumulated.

Students will be guided by Student Success Teams to enroll in dual credit programs for a variety of reasons. Students who may be disengaged and who are having difficulty in completing secondary school may be provided with a unique opportunity to take college courses and apprenticeship programs in an adult learning environment. The program also supports students who have dropped out and are returning to school to take advantage of an opportunity to work outside the high school delivery model. Other students may be enrolled in a dual credit program that is part of a Specialist High Skills Major.

## Learning Needs

The learning needs of students must be identified in order to provide the specific interventions and supports required for success in postsecondary programs. Secondary school teachers in a dedicated role and college professors report the following critical learning needs for students in dual credit programs:

- The **volume and pace of work** in first year college programs can be overwhelming. Students encounter a greater focus on summative evaluation, less monitoring and individual support, a faster pace, and more rigorous rules about deadlines and plagiarism. Assisting students in assessing and improving their time management and coping strategies may be of value.
- Numerous **supports and services** are available to students in the secondary school and college settings. Many students need assistance locating and accessing these services.

The dedicated role teacher can play a role in finding out what is available, in advocating for students, and in helping them to know what services to access, and when and how to access them.

- It is essential that students connect with the **community** and develop a sense of belonging and a of identity as a college student. Teachers in the dedicated role can help students understand that connecting to college instructors is both healthy and expected. Connecting to fellow students is important not only to a sense of belonging, but also to the social interaction and productive talk fundamental to literacy development. This is particularly crucial given the unique and potentially independent role on campus.
- While we often assume that students are comfortable with information **technologies**, college expectations regarding technology use are considerable, including, for example, submission of assignments as email attachments, working with spreadsheets, completing on-line tests or accessing instructors' notes. The dedicated role teacher can assist students by helping them use the college learning management system—whether this be “Blackboard” or “First Class” or another program used to communicate online. Access is critical to being connected to professors, fellow students and college life. Students cannot survive in college without constant reference to this management system.
- Students' **beliefs about learning** are critical to their success. Literacy lessons are essentially about learning and about the use of literacy for thinking, learning, doing and accomplishing goals. The dedicated role teacher can help students understand that learning is incremental, that effort and effective strategies can improve learning, that challenge and mistakes are learning opportunities. These beliefs are particularly critical for students who may have gaps in the reading, writing, oral communication skills and knowledge required to succeed in college. Teachers in the dedicated role can also help students interpret academic tasks and expectations, and to connect approaches and skills in literacy lessons to their studies and to the world beyond.

## Foundation Concepts

### 1. Literacies for Learning

The following evidence-based ways to make a difference in the achievement of young adults are adapted from the *Literacies for Learning Guide*.<sup>1</sup> They have a direct relationship to success in the dual credit program.

- **Equity:** Teachers in the dual credit program recognize that literacy is fundamentally an equity issue. Literacy is essential for meaningful participation in the world, and the dual credit program supports students who have learning and literacy needs that put them at risk of not graduating from high school and of being excluded from many opportunities in life.

Teachers must have high expectations for these students. They must value and build on the knowledge, experiences and literacy skills that learners bring to the dual credit program and provide strong, scaffolded support according to each student's needs.

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<sup>1</sup> The Ministry of Education document, *Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning*, includes a framework for literacy instruction that sets out six broad organizers. <http://eduqains.wikispaces.com/space/showimage/Literacy+Indicators.pdf> In this dual credit resource document, the “curriculum” and “teaching practices” indicators are linked together and the “learning” and “learning tools” indicators have been united as a single focus.

- **Curriculum/Teaching Practices:** Students seeking credits in college courses need to participate effectively in group and class discussions<sup>2</sup>; read and analyze text; interpret charts, graphs and diagrams; and write for a variety of purposes. Literacy lessons encourage students to link to prior learning and anticipate next steps. They suggest structures, guides and templates which are gradually phased out as students demonstrate increased confidence and independence. This approach is referred to as the gradual release of responsibility model. The **Strategy Implementation Continuum**, appended at the end of this resource, provides a guide for explicit instruction, modeling, guided and independent practice to promote student engagement and understanding. Literacy lessons integrate foundation skills and higher-order processes concurrently.
- **Assessment and Evaluation:** Teachers assess student learning and literacy needs and adjust goals and instruction accordingly. This ongoing formative assessment is essential for differentiating instruction.

With teacher support, students set challenging goals and receive specific and timely feedback to inform the next steps. Teachers engage students with the texts that are related to the dual credit course in which each student is enrolled. Teachers ensure that students know how to compare their own products to college-level exemplars. Formative assessment, **assessment for learning**, helps students develop a sense of proficiency and a sense of having control over learning tasks.

Students and teachers engage in detailed discussions about student work and what is required to improve achievement. Students are given opportunities to plan and monitor their own learning, **using assessment as learning**, in order to develop the ability to think about their own thinking and learning processes. Students take control of the learning strategies. They not only *use* them but are explicitly taught the how, when, where and why of using them. Students are given opportunities to practise, reflect on the usefulness of the strategies to them individually, and on opportunities to transfer the strategies to different situations.

**Learning/Learning Tools:** Motivation depends in part on students' beliefs about knowledge and learning. Explicitly discussing the incremental nature of learning can help students modify their beliefs, leading to increased persistence and strategy use. As much as possible, teachers in the dual credit program need to engage students in productive interaction and talk, in increased use of tools and technologies to learn, explore and communicate, and in taking a critical literacy stance—learning to “read the world” to become agents in their own learning and engaged citizens in their lives.

## 2. School/College Partnerships

Secondary school teachers in the dedicated role may prefer to provide resource support at the college site, because students feel like adult learners and respond differently in the college environment.

The dual credit programs have been most effective when secondary school teachers and college professors create positive working relationships. They meet at the beginning of the program to understand each other's role and the services available at each location. Touring both the college and secondary school site together will benefit the teacher in the dedicated role and the college professor.

The secondary school teacher and college professor also ensure that all required permissions for release of information about student achievement and progress are in place. The teacher in the dedicated role is made aware of the policies of the college and/or

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<sup>2</sup> These discussions may take place online: e.g., using a wiki, a ning <http://www.ning.com> , a bulletin board.

professor—for example, policies about student attendance, class participation, meeting established deadlines, and plagiarism—and also of college style guides for research papers and technical reports.

In effective dual credits programs, the teacher knows the technical platform at the college. It is very helpful for the teacher to have a pre-term introduction to the technical platform at the college, for example, an online Adobe Connect guide about how to use the platform. The teacher has access to information about schedules and assignments for students in the dual credit program. Teachers and professors keep each other informed about student problems and discuss needed interventions and supports.

### 3. **Connections for Students**

Teachers in the dedicated role greatly enhance student success when they support students in seeking help early in the course from both the school and college, including mandatory participation in orientation related to accessing student support services. These services include the college management system and e-mail, online labs, and library resources. They help connect students with peers who are also enrolled in the dual credit program and encourage them to discuss ongoing problems and form study groups, face to face when possible, and in some situations in an on-line community.

# The Young Adult Learner



*Literacy Lessons for Teachers Supporting Students in Dual Credit Programs* is based upon a foundation of understanding and support for the young adult learner.

## 1. Needs of the Young Adult Learner

This resource document relates specifically to the challenges and needs of young adult learners. The ideas that young adults have about learning and their self-image as being literate or non-literate have great impact on the degree to which they will engage in learning opportunities and strategy use. Young adult learners in the dual credit program need:

- to see themselves as college students
- to see themselves as effective communicators, readers and writers
- to learn through relevant and challenging experiences
- to learn to use technology to support learning and open new worlds
- to engage in purposeful talk—before, during and after all learning activities
- to have structured opportunities to discuss the content of the college course
- to build supportive relationships with the teacher and with other students<sup>3</sup>

## 2. Personal Barriers

Having a supportive relationship with the teacher in the dedicated role is important to students who have particular challenges in their personal lives. One research study (The Hospital for Sick Children, 2005) interviewed 193 young people in Ontario that had left school or were at risk of doing so. The final report stated:

The stories told by many youth reflected such difficult and complex situations that interviewers, coders, and analysts sometimes required debriefing. ...The need to be knowledgeable about the diverse life circumstances of students, and to treat such differences with respect, was emphasized from many perspectives. Some suggestions include:

- Listen to what the students have to say
- Understand the complex “youth culture” your students live in
- Recognize the impact of various forms of racism, discrimination, and bullying
- Operate under principles of respect and fairness
- Accept different lifestyles and life plans
- Take acquisition of cultural competence seriously... (pp. 44-45)

## Letter to the Learner

The following letter, welcoming the student to the dual credit program, is intended to promote his or her self-image as a college student at home in an adult environment. It is also intended to convey the supportive nature of the teacher-student relationship in the dual credit program.

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<sup>3</sup> The list of needs is adapted from *Think Literacy: Cross-Curricular Approaches 7-12*, p. 2.

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## LETTER TO THE LEARNER <sup>4</sup>

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[on secondary school letterhead]

Date:

Dear [Student's Name]:

Welcome to the dual credit program. The program presents a valuable opportunity to complete your Ontario Secondary School Diploma and make a successful transition to a college [an apprenticeship] program.

### **Being, Becoming and Belonging:**

- It is exciting to see yourself as a college student. You will be participating in an adult learning community that permits challenging, self-directed learning opportunities. It's an accomplishment to have been identified as a learner who could participate in this program. Your college student card brings many benefits. You will be proud to own this card and proud to be a part of [name of college].
- College is different from secondary school. In college there is a greater focus on exams and final marks, less monitoring and individual support for students, a faster pace, and stricter rules. The college program is challenging, but you can meet these challenges if you keep your commitments and work hard. Everyone involved in the program wants you to be the best you can; wants you to become a successful college student; and wants you to feel you belong on a college campus.

### **Learning How to Learn:**

You and I will be working with different kinds of informational texts that you will encounter and be asked to use and create, not only in school and college, but also in the workplace and in many different community settings. You will be improving literacy skills that are used by all effective communicators. You will also be learning critical thinking processes and habits of mind that will help you with lifelong learning in any area of study.

The resource document, *Literacy Lessons for Teachers Supporting Students in Dual Credit Programs* incorporates "real world" college activities such as small group discussions, making presentations, and reading and writing memos, procedures, reports and research essays.

- The kinds of literacy strategies that effective learners use are practised within the context of such activities as writing a memo to your supervisor, conducting research in order to make a presentation at work, and writing the results of your investigation into some aspect of college life.
- It is important to stop thinking of yourself as a secondary school student who is completing assignments for the teacher or for a credit. You will get the most from the lessons in this program if you think of yourself as a successful college student, an efficient employee and a valuable member of society who is participating in various communities of practice. The learning you are doing now is all learning for yourself and your future, not for anyone else.
- Throughout the program, I will be talking with you about your goals, learning strengths, areas that need more work and next steps for improvement. These are the most important conversations any learner can have, at any age. Everyone can learn. The brain is very flexible and is easily moulded to take in new habits, ideas and skills. The more we learn and reflect upon the ways we learn—the more we are able to learn.

I am happy to act as the secondary school teacher in a dedicated role for the dual credit program and to support you in achieving your goals. I wish you every success.

Signed: [Secondary Teacher in a Dedicated Role ]

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<sup>4</sup> This letter can be copied or modified by the designated teacher for each student in the program.

# What Teachers in the Dedicated Role Can Do

## Address Specific Needs

The dual credit program is intended primarily to support students who are at risk of not graduating from secondary school. These students are struggling in very different ways. There is no single lesson or strategy that will support all young adult learners in the dual credit program with the acquisition of complex literacy and learning skills. Teachers in the dedicated role have to understand and honour each learner's strengths and to build upon them to construct a positive self-image of the student as lifelong learner. They need to identify and address specific areas of need. Differentiated assessment, instruction, and learning are essential.

### What Teachers Can Do

- Focus instruction on *before*, *during* and *after* phases of learning. Of these, *before* is particularly important.
- Provide students with modelling, explicit teaching, guided practice, and ongoing feedback.
- Explicitly teach literacy strategies, but gradually release responsibility to the learner.
- Encourage risk-taking and view errors as part of the learning process.
- Encourage students to set goals for their own learning and monitor their progress.
- Provide supports and accommodations to guide the learning. See *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 2, at <http://www.edu.gov.on.ca>
- Help students interpret the academic tasks and expectations for their courses.
- Help students see opportunities for applying learning to other similar and even apparently dissimilar tasks.

## Provide Explicit Instruction

All teachers assigned to the dual credit program are teachers of literacy and critical thinking. As much as possible, teachers should model effective thinking processes by thinking aloud about concepts, skills and strategies. The lessons help teachers to “scaffold” student literacy learning so that the supports are there when needed, but are gradually withdrawn as students gain knowledge, experience and independence. Research shows that *strategy instruction* requires more than modeling and explicit instruction. It takes time and support for students to become strategic learners.

Many students in the dual credit program are still dependent learners who require teachers to:

- verbalize their thought processes, including the steps they take in a strategy or learning process, as well as the parameters associated with the use of these thought processes;
- share relevant personal learning experiences related to the concept or strategy they are teaching;
- provide students with opportunities to practise using the strategy, guiding their attempts to do so until they can carry out the strategy independently. See *Education for All*, 2005, p. 18, at <http://www.edu.gov.on.ca>

## Promote Interactive Instruction

Teachers in the dual credit program know the importance of their interaction with students. They model useful problem-solving patterns and talk students through a learning sequence. They demonstrate effective reading, writing and oral communication. They engage students in reflective discussions about the strengths and limitations of presentations and pieces of work, and about next steps for improvement. Because of the nature of the program, this dialogue may be one-to-one or with small groups of students.

There are times, however, when teachers want to create wider opportunities for discussion. Teachers know the value of peer interaction in creating a purpose for learning—in promoting interest, motivation, and a “need to know”. Doing so fosters critical thinking and encourages students to “dig deeper” in interpreting reading texts. Peer interaction is very useful in providing feedback on presentations and written work. It is essential in learning how to participate effectively in discussions in college classes and in understanding the dynamics of group processes. For that reason, the lessons in this document frequently refer to work in pairs or small groups. This document also provides lessons that explicitly teach the characteristics, skills and strategies required for productive talk and group work.

The developers of this resource understand that it may not be possible for the teacher in the dedicated role to collect a group of students for instruction on a regular basis. Students are located in different secondary schools across a district. The schedules for college courses, time required for travel, and student family and work commitments can be barriers to group learning. In cases where students in the dual credit program are isolated in this way, the developers of the document recommend the use of technology to connect students with their peers.

## Use Technology

Teachers can provide opportunities for e-mail learning buddies to work together on a response to reading or on a writing task. Online discussion groups can achieve most of the rewards of peer interaction by providing an audience, generating ideas and helping each other to organize, revise and proofread. Students can insert comments on writing drafts using the “mark-up” tool. The use of Skype or Adobe Connect can create opportunities for oral communication with other students.

Technology provides tools to support student literacy. Some of these tools are word processing, spell and grammar check, the thesaurus, graphic organizers, spreadsheets and databases, publishing software such as graphics and multimedia tools, presentation software, tools for organizing information and webquests.<sup>5</sup> (See *Education for All*, 2005, p. 128.)

Instructional technology<sup>6</sup> can also be used to overcome lack of student interest or motivation and decrease feelings of being overwhelmed by course requirements. Technology can open up access to a whole new world of learning.

When new technologies are accessible, they can remove barriers to learning and promote positive attitudes and success for students previously disengaged with school and learning. ...

Instructional technologies allow students to significantly raise their levels of knowledge, learn problem-solving techniques, develop the skills required to handle large amounts of information, analyse concepts from several different

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<sup>5</sup> For an example of these tools, see the website: <http://owl.english.purdue.edu/>

<sup>6</sup> Assistive technology, e.g., Kurzweil, Inspiration, can effectively help students with special needs.

perspectives and develop the higher level analytic and critical thinking skills that are required in today's global marketplace.

The Hospital for Sick Children, 2005, pp. 80-81.

Technology skills must be explicitly taught. Teachers in the dedicated role realize that students in dual credit programs may lack the computer skills and confidence with technology that other students possess. These students may not live in a situation where people use technology. They may not have access to a computer, see the need to be "connected" in this way, and may greatly underestimate the importance of technology in the world around them.

## Focus on Informational Texts

Students in the dual credit program are expected to discuss, read and produce a wide range of informational texts which, unlike the narrative texts they encountered in earlier grades, have an enormous range of structures and purposes.

*Literacy Lessons for Teachers Supporting Students in Dual Credit Programs* provides literacy lessons related to different types of informational texts. It sets out the context in which such texts are used and supports students' learning about the key features of each kind of text. The document provides opportunities for students to discuss, read, use and produce these texts.

As an aside, teachers are reminded that reading and writing electronic texts is significantly different from reading and writing using traditional print technologies. To read hypertext, for example, the learners 'read' from the centre of the text and have to be proactive in exploring the text by selecting links.

### Use of the Document

This resource document organizes the lessons into five units that highlight key learning and communication processes. It is important to note that our notion of reading, writing and oral communication processes is expanding: e.g., reading includes viewing and writing includes representing.

**While each of the skill areas of reading, writing and oral communication can be explored in isolation, it is their combined strength that is vital. The skill components all interact and influence each other in practice.**

The document provides a variety of lessons, embedded literacy strategies and templates. Strategies such as skimming and scanning, finding organizational patterns and using a web or concept map are always set within the context of real issues and content. The strategies are not taught in isolation because research shows that strategies not only help students to access content, but also that strategies are only learned when students are grappling with content.

Even though particular texts might not be used in the particular course the student is taking, the type of text and strategies to read, write and use it have been chosen to build knowledge, skills, and strategies relevant to many dimensions of a student's study, work or life. As such, the "literacy lessons" are as much about **learning how to learn** as they are about specific text types. For this reason, teachers are asked to work with students to understand connections to their college courses and workplace destination and to see opportunities for transfer.

Teachers can choose the learning activities that best fit their students' needs. The document is intended to be a useful day-to-day reference.

It is important to note that **each lesson contains three sections:**

1. The "Minds On..." section creates a mental set, focuses students' attention, and accesses or builds prior knowledge in preparation for the main learning.
2. The "Action" section presents the main learning for the lesson.
3. The "Consolidation" part of the lesson helps students strengthen and solidify their learning (e.g., by returning to an anticipation guide they completed before reading, engaging in further practice, reviewing the lesson, reflecting on the learning process).

**The goal is to support students' successful completion of college courses and to provide them with a repertoire of literacy understandings and skills that they can use with confidence in a variety of learning situations.**

# A Work in Progress



## Development of the Resource Document

### The Advisory Committee

Members of the advisory committee for *Student Success: Dual Credit Program Resources 2008-09* are listed under “Acknowledgements”. They represent secondary school teachers in the dedicated role, college professors, the Council of Ontario Directors of Education (CODE) and the Ministry of Education. Each member of the Advisory Committee has demonstrated expertise and leadership in teaching and designing programs for students in the secondary school and/or college environment.

### Major Sources for the Document

#### a) *Think Literacy: Cross-Curricular Approaches, Grades 7-12*

The resource document uses strategies from *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, as a major resource. *Think Literacy* was developed by teachers for teachers. The strategies are based on the research cited in *Think Literacy Success: Report of the Expert Panel on Students at Risk in Ontario, Grades 7-12, 2003*. <http://www.edu.gov.on.ca>

#### b) *Ontario College Writing Exemplars*

In many cases, the strategies embedded in the lessons in *Dual Credit Programs* have been illustrated by using the student writing samples in *Ontario College Writing Exemplars: A Window onto Writing at College*. The samples show students in the dual credit program what the standards are for college writing. It is easier for them to reach the standard when they can see the target. These samples of first-year college writing are from a number of colleges in Ontario.

The writing samples come from students enrolled in a wide range of college programs. The content of their writing reflects this broad scope and the strong emphasis in college programs on applied writing.

*Ontario College Writing Exemplars, 2003, p. 7*

**Note:** It is critical that teachers and students **not** assume that the four levels in the *Ontario College Writing Exemplars* correspond to the four levels in the Ontario Achievement Chart. The performance ratings compare a range of samples of passing college-level work to one another.

However, OCWE does include within its holistic rating scale for each text type the parallel descriptors for each text type based on the Writing Benchmarks as identified and described in the Canadian Language Benchmarks (CLB). (OCWE p. 23 – 29)

It is very important to recognize that the levels of the *Ontario College Writing Exemplars* do not necessarily represent any direct correspondences, such as grade level, or percentage, or pass-fail distinction.

What the *Writing Exemplars* presents is a *range* of performances in different types of tasks.

The range is representative of what is being produced across programs and across colleges in the province. Individual colleges or individual programs within particular colleges may require higher levels of performance to pass or to achieve certain grades or percentages.

While the chief mandate of the *Ontario College Writing Exemplars* project is description and exemplification of first-year college writing, all samples in this document represent at least minimally passing college-level work.

*Ontario College Writing Exemplars*, 2003, pp. 9-10<sup>7</sup>

## A WORK IN PROGRESS

As secondary school and college educators continue to learn from each other, they will propose changes to *Literacy Lessons for Teachers Supporting Students in Dual Credit Programs*. Such changes are anticipated and are welcome. This resource is intended to be a living document, one that will be continually refined. For this reason, a blank Word template is included on the DVD.

Teachers are invited to keep the resources and samples they develop for students in the dual credit program and to consider contributing them to future versions of this document.

Teachers are reminded to obtain written permission to retain and use samples of students' work, and to obtain copyright permission to duplicate and use authentic texts, whether in hard or electronic formats.

All partners in the School College Work Initiative are asked to join in reviewing and expanding the lessons and strategies in order to improve the effectiveness of this resource over time. The common goal is to improve the knowledge, skills and strategies in oral communication, reading and writing that secondary school students need to earn their OSSD and make successful transitions to college, apprenticeships and adult life.

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<sup>7</sup> This resource document provides the rating scale from Levels 1 to 4 for each kind of informational text included in the exemplars—memo, short report, research essay, technical report.