

Literacy Lessons

READING SURVIVAL SKILLS

at a glance

your Learning

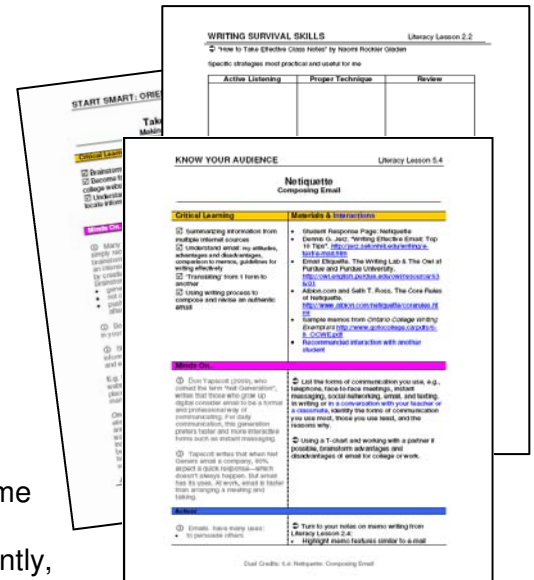
These lessons will help you

- Use strategies for effective reading
- Read between the lines (make inferences)
- Read a range of texts, e.g., tables, prose, graphical text, print, electronic
- Avoid plagiarism

your Literacy

Literacy is key. In these lessons, you will engage and boost your literacy by

- Understanding that *everyone* needs reading strategies for some texts
- Understanding that college reading is mostly done independently, and demanding in the length, complexity and number of texts
- Making inferences and drawing conclusions when reading for specific information
- Using strategies before reading, while reading, and after reading



Learning about your

Learning

Learning about your learning is powerful. Here are some questions you will think about to reflect on your learning in these lessons:

- Do you know what you know about reading? About different kinds of texts?
- Do you know what you can do well?
- Do you know what next steps to take?

About the lessons

Each Literacy Lesson includes the following parts:

- **Critical Learning**, which outlines the main goals of the lesson.
- **Materials and Interaction**, which lists the handouts, resources and collaboration you will need to complete the lesson. Use this as a checklist to prepare for your learning. The **blue-coloured text** in the lessons show when collaboration is required or recommended. To access the Internet addresses, use **CTRL + click** to follow the link.
- **Minds On**, which begins the lesson, turns your “mind on” to the learning of the lesson.
- The **Action!**, usually the main part of the lesson, is intended to engage you more deeply in the topic, and to exercise and develop your knowledge and skills.
- **Consolidation**, which concludes the lesson, allows you to strengthen and reflect on your learning.
- **Connections and Next Steps**, which provides suggestions for further study and gives direction about what follows the lesson.

Throughout the lessons, look for the **i**, information, and **a**, action icons in the lesson, and use them as a guide for your learning.

READING SURVIVAL SKILLS

Literacy Lessons

Knowledge and Skills	More than Meets the Eye	Tag It and Bag It	Essential Skills	Reading: Preview, Predict and Plan
	3.1	3.2	3.3	3.4
<i>Self-understanding</i>				
Reflect on feelings about reading				
Identify personal goals			✓	
Identify strengths as a readers			✓	
Identify and reflect on accomplishments	✓	✓		
Recognize personal bias				✓
<i>Reading Strategies and Skills</i>				
Distinguish between explicit and implicit information	✓	✓		
Skim and scan short and longer texts		✓		
Identify main ideas (tags)		✓		
Summarize main ideas in my own words		✓		
Interpret information in graphical texts, e.g., tables			✓	
Compare information and draw conclusions			✓	✓
Locate and interpret information, e.g., in a website			✓	
Identify opposing points of view				✓
Identify main idea, or thesis, e.g., in an essay				✓
Identify main arguments and supporting examples				✓
<i>Making Inferences</i>				
Make inferences from word choice, e.g., in memo	✓			
Make inferences from incomplete information, e.g., in memo	✓			
Make inferences from labels on forms			✓	
Use prediction to anticipate meaning, e.g., deriving main idea from title				✓
Recognize bias of other writers, e.g., in interviews and reports				✓

Literacy

Lessons

READING SURVIVAL SKILLS

<i>Essential Skills and Document Use</i>				
Understand the HRSDC Essential Skills			✓	
Understand the importance of clarity in documents			✓	
Complete self-assessments and diagnostic tests, e.g., on Essential Skills and document use			✓	
<i>Responding to Reading</i>				
Write an email that provides explicit information needed by an audience	✓			
Revise a memo to provide information needed by an audience	✓			
Formulate opinions based on reading and understanding				✓

Power Reading A Power Learning Approach

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflect on your attitudes toward reading and your reading habits <input checked="" type="checkbox"/> Use before, during and after reading strategies <input checked="" type="checkbox"/> Make a mind map 	<ul style="list-style-type: none"> • Student Response Page: Power Reading: A <i>Power Learning</i> Approach • Work with a partner.
Minds On	
<p>i College students tell us that they are sometimes overwhelmed by the amount of required reading they are expected to complete independently. It is important to use strategies to increase your understanding, recall, and efficiency.</p> <p>i Reading is an active process that begins <i>before</i> you start to read and continues <i>after</i> you have read the last page. Two <i>before reading</i> strategies are:</p> <ul style="list-style-type: none"> • Preview the texts, e.g., by looking at the headings and graphics • Make predictions about what you'll read. The trick here is to keep checking your predictions against what you're reading. • Set a purpose for reading. Know why you're reading. 	<ul style="list-style-type: none"> ➡ Respond to the Journal Reflections "How I Read" on page 177 of <i>Power Learning</i>. ➡ The first "required reading" is "Prepare: Approaching the Written Word" on pages 178-180. <ul style="list-style-type: none"> • Your purpose is to identify before-reading strategies. • <i>Before</i> you read, preview the subheadings and make predictions about what you will read about. • As you read, check what you're reading against your predictions and adjust them as necessary. • <i>After</i> you read, mentally summarize 3 strategies you can use to prepare you to read.
Action!	
<p>i Be strategic about your success: learn to use strategies that help you understand what you read and manage the amount of reading.</p> <p>i During-reading strategies include:</p> <ul style="list-style-type: none"> • Confirming or adjusting your predictions • Chunking the text into manageable sections 	<ul style="list-style-type: none"> ➡ Experience the power of the advance organizer strategy. Complete Try It! 1 on page 179 of <i>Power Learning</i>. ➡ Select a two reading strategies from the left-hand column. Use them as you read pages 183-187. ➡ Complete Try It! 4 to increase awareness of your attention span.

- Using a highlighter
- Using a limited number of sticky notes to identify important ideas
- Read aloud
- Pause to summarize orally or in writing
- Talk back to the author, e.g., What do you mean? Why are you saying this?

Consolidation

❶ A mind map, or concept map, is a graphic organizer. Arms, or branches, radiate out from a central concept, which is in the centre. Usually, lines are curved, and colour and images are incorporated. The theory is that mind maps represent the way the brain thinks.

Check out the workshop and resource on mind mapping at Conestoga College's Learning Commons, available at <http://www.conestogac.on.ca/learningcommons/workshops/index.jsp>. (This internet resource was mentioned in Literacy Lesson 1.3.)

➡ Read pages 188-189. Your task is to create a mind map of the ideas on these pages.

Power Reading – Student Response
A Power Learning Approach

➡ You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

- ➡ Journal Reflections “How I Read” (page 177 of *Power Learning*)
- ➡ “Prepare: Approaching the Written Word” on pages 178-180.
 - Summarize 3 strategies

Action!

- ➡ Try It! 1 on page 179 of *Power Learning*.
- ➡ Complete Try It! 4 to increase awareness of your attention span.

Consolidation

- ➡ Create a mind map of the ideas on pages 188-189.

Teacher’s Feedback



Successfully completed

Still to do: _____

Comments:

Power Reading

A Power Learning Approach

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Reflect on your attitudes toward reading and your reading habits
- Use before, during and after reading strategies
- Make a mind map

Minds On...

- I understand my attitudes toward reading and my reading habits
- I understand what an advance organizer is and what its purpose is
- I know several before-reading strategies

Action!

- I can use at least 3 during-reading strategies
- I understand my attention span

Consolidation

- I understand what a mind map, or concept map. Is
- I can use at least 2 after-reading strategies.

More than Meets the Eye Making Inferences

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increase understanding of the difference between explicit and implicit information <input checked="" type="checkbox"/> Understand how to make inferences from words or images <input checked="" type="checkbox"/> Understand why making inferences is important to comprehension 	<ul style="list-style-type: none"> • Student Response Pages <i>It Says, I Say</i> #1 and #2 • Access to the Internet • Sample memos from <i>Ontario College Writing Exemplars</i>, available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf

Minds On

i Some information is **explicit**. That is, it's "right there" in the text and is usually easy to locate. Other information is **implicit**. That is, you combine information from the text with information from your own knowledge or other sources to construct and interpret meaning. This is called "author and me", "reading between the lines", or "making inferences".

E.g. When you complete an application form, you infer that "address" is asking for *your* address because it's in the section of the form that requests personal information.

i Read #1 on the *It Says, I Say* Student Response page. The *It Says* statement is the information in the text. This information could be interpreted in a variety of ways. However, knowing that several robberies have occurred in the area recently means that we can infer that the two men in the unfamiliar car may be casing a house prior to a robbery.

➡ Complete the *It Says, I Say* #1 graphic organizer on the Student Response page. This activity asks you to make a series of inferences.

Action!

i Many skills required for business memos are also required for emails: identifying key information, writing briefly and clearly, identifying the subject and purpose in the subject line, organizing effectively, and motivating people to respond.

Write an email containing necessary and explicit information:

➡ Sometimes for evening classes at colleges, students take turns organizing an informal potluck dinner each class. Next week is your turn. You need to send an email to your classmates.

Step 1: What explicit information do your

classmates need from you? What explicit information do you need from them?

Step 2: You have a maximum 1/3 page. What information needs to go first? Second? Third?

Step 3: What has to go into the subject line of the email so that classmates will open it? How will you ensure that classmates will respond to your request for information?

Step 4: Draft your email.

Step 5: Test your email invitation by sending it to a classmate or your instructor. Use their response to revise or edit as necessary.

Analyze a memo for necessary and explicit information.

➡ Locate the memo, *Last Get-Together Before Departure*, from the *Ontario College Writing Exemplars* available at the internet address above. This example of college writing is a Level 2 because (1) information isn't explicit enough and (2) the memo contains unnecessary details.

➡ Print a hard copy. Read the memo, highlighting the necessary and explicit information.

➡ Go to ***It Says, I Say # 2*** on the Student Response page. The memo has been copied into the left-hand ***It Says*** column. The right-hand column prompts you to make inferences where the information is not explicit or appropriate. Complete the right-hand ***I Say*** column.

Consolidation

❗ The Level 2 Memo from *Ontario College Writing Exemplars*, p. 59, received the following comments: “Follows memo format; stresses reader benefit; attempts graphic highlights [capitals on subject line], but overwhelmed by excess content; uses clichéd language; uses inappropriate tone (“thumb down the teacher”); contains grammatical inaccuracies.”

➡ Revise the Level 2 business memo from *Ontario College Writing Exemplars* so that it is as explicit as your email from the Action! Maximum length guideline: ½ page.

Connections:

① You are always making inferences about the stories behind explicit information. For example, if you saw this classified ad: “Baby shoes for sale. Never used.” What inferences would you make about the story behind the ad?

➡ Review the Level 2 business memo. When the writer states that the purpose of the get-together is to “thumb down the teacher who put you down during the semester”, what inferences do you make about the story the memo-writer tells?

More than Meets the Eye – Student Response

It Says, I Say #1

➡ You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print out a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

➡ For each statement in the It Says column, explain what you think might be happening in the situation and why. Write your thinking in the **I Say** column. Underline the information that you add in order to make your inference. The first one has been done for you.

<i>It Says (Explicit Information)</i>	<i>I Say (Implicit Information)</i>
1. A car containing two men has been parked in front of your neighbour’s home every day for a week.	1. <i>Example:</i> <u>Because robberies have occurred in the area recently</u> , the men are casing the house perhaps because they plan to rob it when the neighbours are away.
2. A truck is parked in a Canadian Tire parking lot. No one is inside, the headlights are on and the driver’s door is open	2.
3. Your friend’s family suddenly begins buying everything in sight—a fancy car, expensive clothes, a pool, a big-screen TV, and a new cottage.	3.
4. A car stops at a gas station in the middle of the night and a woman rushes in asking to use the telephone.	4.
5. Your friend has stopped going to school after he was called in to the Dean’s office following exams.	5.

More than Meets the Eye – Student Response
It Says, I Say #2

☞ You can: (1) Work on this outline online and print a completed copy. It will expand as you work or (2) print out a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

It Says (The Memo)	I Say (My Inferences)
<p>TO: All Would-Be Graduates of Business Administration FROM: [Student's Name] DATE: October 27, 2002 SUBJECT: LAST GET-TOGETHER BEFORE DEPARTURE</p> <p>At the doorstep to the next stage of your life, you all are invited to a party to celebrate our friendship and achievements.</p> <p>You must sample some of our classmates' flash business cards. Why would you want to miss out the good chance to thumb down the teacher who put you down during the semester. Above all, you should laugh and talk our hearts out with each other for the last time.</p> <p>So, the banquet has been arranged as follows:</p> <p>Who: Every graduates and their familys (no more than 3) plus faculty members When: Following the commencement, around 3 p.m. Where: At the Seventh Semester, located beside the Food Emporium (The College granted the Room free of charge)</p> <p>Menu & Cost: \$20 for pork/salmon dish \$25 for roasted chicken dish (The food will be catered by a local restaurant)</p> <p>Please remember to let me know of your attendance by the 7th of November either by talking to me in person or by paying the fee according to the food that you wish to have. This will help the prompt reservation of food and seating.</p> <p>I know each of us, the third-year would-be graduates, is full of vigor and hope, and ready to to make good of our dreams out in the field.</p>	<p><u>Complete the sentence starters below:</u></p> <p>I infer that the doorstep mentioned in the first sentence refers to...</p> <p>From these statements, I infer that the reason for the get-together is....</p> <p>From these statements, I infer that the writer's attitude towards college is</p> <p>From the errors in this section, I infer that....</p> <p>Based on my own experience, I have the following questions about number of people, menu, costs, and so on...</p> <p>Based on the evidence, I think that the writer's reference to "the field" in the last line means...</p>
<p>Based on my thinking above, I need to make the following changes so that the memo accomplishes its purpose....</p>	

Teacher's Feedback



Successfully completed

Still to do: _____

Comments:

More than Meets the Eye

Making Inferences

Literacy Learning Self-Assessment Checklist

☞ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Increase understanding of the difference between explicit and implicit information
- Understand how to make inferences from words or images
- Understand why making inferences is important to comprehension

Minds On

- I understand the difference between explicit and implicit information
- I understand what an inference is
- I understand how to make an inference
- I understand how the ***It Says, I Say*** structure helps me make inferences

Action!

- I understand skills common to business memos and emails
- I can use writing process to create an effective email
- I can generate and organize explicit information for an email
- I can write a subject line that explicitly identifies the topic and purpose
- I can write to motivate the audience to respond
- I can draft the email
- I can make decisions about revision based on feedback

- I can identify necessary and explicit information in a business memo
- I can make inferences from incomplete information

Consolidation

- I can revise a business memo so that information is explicit, clearly and briefly stated

Connections and Next Steps

- I can infer the story behind the text

Tag It and Bag It

Tagging to Identify and Summarize Main Ideas

Critical Learning	Materials & Interactions
<ul style="list-style-type: none"> ☑ Improve reading speed and comprehension. ☑ Learn skim/scan method of reading quickly ☑ Identify ‘tags’ ☑ Summarize main ideas in own words 	<ul style="list-style-type: none"> • Student Response Page: Tag It and Bag It • Access to the Internet • Andy Carvin’s article “It’s all About Tags” available at http://www.pbs.org/teachers/learning.now/ • “The Effects of Urban Lifestyle on the Environment”, p.143, and Level 4 Memo, p. 39, from <i>Ontario College Writing Exemplars</i> available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf • Work with a partner • Level 4 Memo from the <i>Ontario College Writing Exemplars</i>, page 39. • Brian Martin’s essay on “Technological Vulnerability”, available at http://www.uow.edu.au/arts/sts/bmartin/pubs/96tis.html)

Minds On	
<p>ⓘ Reading quickly to grasp meaning is an invaluable skill in college where new material is covered in a short period of time. Identifying the main idea is the first and most important step.</p> <p>ⓘ ‘Tagging’ is an internet term describing the process of labelling the main or key idea. A full explanation of tagging can be found at http://www.pbs.org/teachers/learning.now/2008/09/its_all_about_the_tags.html</p>	<p>➡ Read the questions that follow, and then read Andy Carvin’s article entitled, “It’s All About Tags” See internet address above. Write out your answers on your Student Response page.</p> <ol style="list-style-type: none"> 1. What is the purpose of a tag? 2. What are its advantages? ...its weaknesses? 3. Locate YouTube online. Locate an example of an effective tag from the site. 4. How can you be certain that your tags are reliable? 5. With a partner, create a one-sentence definition of tagging.

Action!	
<p>ⓘ Scanning and skimming are 2 ways of reading. Scanning refers to the movement of your eyes to locate a specific item, e.g., locating a name in the telephone directory. Skimming is zigzag pattern of reading to identify the gist, or main idea in a text. You</p>	<p>➡ Read the right-hand column of the student resource below entitled “Memorandum”. Then, read the left-hand column. With a highlighter, skim and scan the memo again as the directions suggest, highlighting the key words that could be the tags for this memo.</p>

don't read every word to do these. Chunk longer texts to skim and scan shorter sections.

➡ Compare the tag words that you have highlighted with those of **your partner or teacher**. Reach an agreement about which words could be the tags and circle them.

Consolidation

ⓘ Plagiarism is defined by the Department of Journalism at Centennial College as follows:

Plagiarizing is presenting someone else's words, images or other work as your own without credit or attribution. Plagiarism includes:

1. the verbatim presentation of someone else's work without proper credit or attribution;
2. a paraphrased version of someone else's work without proper credit or attribution;
3. a combination of (1) and (2) without proper credit or attribution.

The complete policy can be found at

<http://www.centennialcollege.ca/thecentre/policy>

Every college has a policy similar to this one. Check it out on your school's web site.

➡ Locate the report "The Effects of Urban Lifestyle on the Environment" from the Ontario College Writing Exemplars (see internet address above). Print a hard copy.

Step One: To skim longer texts, read the introductory paragraph. Highlight **three** tags to predict what ideas will be described in the report that follows.

Step Two: Scan the rest of the report. Highlight 1-2 examples for each of the tags you predicted.

Step Three: Using the highlighted words, compose sentences of your own that don't copy the original, but do express the same ideas and intent

Step Four: Avoid **plagiarism**. Have a partner check your work and circle any phrases that sound too much like the original before proceeding to the next task.

Step Five: In a paragraph of 150 words, write a summary of the report for someone who hasn't read it. Submit your summary to your teacher with your Student Response page.

Connections and Next Steps

➡ Challenge yourself to read longer and more complex texts. Remember: everyone finds some texts challenging. How challenging they are depends on how much the person knows about the topic, how familiar the type of text is, and how considerate the text is.

➡ Use readings from your textbooks or research. For example, read Brian Martin's essay on "Technological Vulnerability" (Available: <http://www.uow.edu.au/arts/sts/bmartin/pubs/96tis.html>) This was actually the subject of a first-year assignment in which students were to summarize this essay in a page (approx. 250 words) to demonstrate their understanding of its ideas. The instructor was also checking to make sure words and sentences weren't copied. See Literacy Lesson 5.5 for a lesson on this essay.

Tag It and Bag It – Student Response

Tagging to Identify and Summarize Main Ideas

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

➡ Andy Carvin's article entitled, "It's All About Tags"

1. purpose of a tag?
2. advantages and weaknesses
3. example of an effective tag from You Tube online
4. how you know your tags are reliable?
5. a one-sentence definition of tagging.

Action!

➡ Highlight the tags in the right-hand column.

<p>Skimming I want to know very quickly what the memo is about and what action is being recommended. I read the first sentence and the last paragraph.</p> <p style="text-align: center;">→</p> <p>I know that my employee has reviewed the video and is recommending it for the staff. I am pleased to see the employee’s initiative in obtaining the video for the session.</p> <p>Scanning I am searching the memo for two pieces of information: 1. the length of the video 2. the producer of the video</p> <p>I let my eyes move quickly down the middle of the memo.</p> <p>I see at once that the time is 16 minutes and the producer is Marlin Productions.</p>	<p style="text-align: center;"><u>MEMORANDUM</u></p> <p>DATE: February 16, 2004 TO: [Contact’s Name], Department Manager FROM: [Student’s Name], Medical Imaging Technologist SUBJECT: DEVELOPMENT SESSION VIDEO REVIEW: “LISTENING ACTIVELY”</p> <hr/> <p>I’m just giving you a quick update on the video you requested I review before the upcoming staff development session. The video was short, only 16 minutes, and to the point covering the basics of how to be a good listener. Produced by Marlin Productions, it did an excellent job comparing the characteristics of a good listener and a poor one. I think this video will most certainly aid in improving the staff’s interpersonal skills.</p> <p>Some important points from the video suggest that active listeners should:</p> <ul style="list-style-type: none"> ➤ Be willing to listen by making eye contact and using appropriate body language. ➤ Be conscious of the right time, and place, to bring up the subject and/or respond to the speaker. ➤ Be actively involved in the conversation so that one can interact with the speaker and provide feedback. <p>This video should provide the staff insight into improving their communication skills and so I have taken it upon myself to retrieve it from the IAHS Resource Center and will have it for you for the session. See you then!</p> <p>Level 4 Memo from the <i>Ontario College Writing Exemplars</i>, page 39.</p>
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Consolidation

➤ “The Effects of Urban Lifestyle on the Environment” from *Ontario College Writing Exemplars*: Attach a summary of 150 words

Connections and Next Steps

➤ Literacy Lesson 5.5 Setting Your Cites

Teacher's Feedback:



Successfully completed

Still to do:

Comments:

Tag It and Bag It

Tagging to Identify and Summarize Main Ideas

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Improve reading speed and comprehension.
- Learn skim/scan method of reading quickly
- Identify 'tags'
- Summarize main ideas in my own words

Minds On

- I can identify appropriate tag words

Action!

- I can skim and scan a text
- I can understand and reword the main idea of a text without reading every word

Consolidation

- I can successfully use the skim/scan strategy on longer texts

Connections and Next Steps

- I have practised using tagging and skim/scan with college level texts

**Essential Skills:
Using Documents and Reading Graphical Text**

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Develop an awareness of the Essential Skills and the Human Resources and Social Development Canada (HRSDC) web site ☑ Use strategies, e.g. making inferences, when using documents, e.g., forms ☑ Read and interpret graphical text, e.g. tables ☑ Make inferences in order to understand documents and graphical text ☑ Understand why accuracy is critical in document use 	<ul style="list-style-type: none"> • Student Response Page: Essential Skills • Internet access • Small group discussion • Teacher-Student Conference • “Essential Skills” page of Human Resources and Social Development Canada available at http://srv108.services.gc.ca/english/general/Understanding_ES_e.shtml • Student Resource: “Form F311-3 Administration of Medication Monthly Log”. • “Graduate Employment Report”. Conestoga College available at http://www.conestogac.on.ca/careersvc/gradreport.pdf • Skillplan, BC Construction Industry Skills Improvement Council available at http://www.towes.com/pdfs/towessamplet_estbooklet.pdf • 3 levels of “Document Use” indicators that are instantly scored for you online: http://srv108.services.gc.ca/english/general/news_new_profiles.shtml

Minds On

<p>ⓘ The Government of Canada has researched the skills necessary not only for the workplace but for a productive life. For each skill Human Resources and Development Canada has developed a diagnostic test. Use this diagnostic test as an indicator to assess your Essential Skills knowledge.</p> <p>Hard copies of any documents created by Human Resources and Social Development Canada can be obtained by writing to 140 Promenade Portage, Phase IV, Level 0, Gatineau, QC, K1A 0J9, by fax 819-953-7260 or e-mailing publications@hrsd-rhdsc.gc.ca</p> <p>ⓘ The ability to follow directions is an essential workplace skill.</p>	<ul style="list-style-type: none"> ➡ Locate “Nine Essential Skills “on the “Essential Skills” page of Human Resources and Social Development Canada at the internet address above. ➡ In the left-hand column, select “Essential Skills Toolkit”. Select “I am an employer or a learner”. Select the hyperlink called “Document Use Indicator”. The diagnostic focuses on a graphical text. Step 1: Allow yourself 20 minutes. Work with a partner if possible, 1 of you scrolling and recording answers, the other doing the tasks. Or, write your answers on your Student Response page. Step 2: Check the accuracy of your answers
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using the key provided.

Step 3: Review your answers with a partner or your teacher.

Step 4: With a partner or your teacher, discuss the following question: What are the potential consequences of misreading in each of the questions you answered?

Action!

i Documents such as those used in the diagnostic test are commonly used in businesses and organizations.

“Administration of Medication Monthly Log” has the following features common to forms.

1. Every form is a “dialogue”: the company or organization “asks” for information and you reply.
2. Forms summarize a lot of information in an organized way for quick reference. Usually the information is in lists with labels.
3. Forms can be challenging because the labels and language are formal and specific to a particular company or situation.
4. Forms make a lot of assumptions about your prior knowledge. It’s as important to read what’s *not* on the form, as it is to read what’s there. Therefore, you have to make a lot of inferences in which you connect the items on the form to your own experience.

i Entering information into documents accurately is critical. Depending on the situation, mistakes can cause loss of profit or physical injury.

i As reported by CCL in 2007, the majority of adult Canadians (60%) do not have the necessary skills to manage their health adequately. For an overview of health-literacy levels in Canada, visit www.ccl-cca.ca/healthliteracy

👁️ Work with a hard copy of the document “Administration of Medication Monthly Log.” Using a highlighter, map the path your eyes take as you read the “Administration of Medication Monthly Log”.

- Where do you begin?
- Where do you look next?
- How do you ensure that you take notice of the critical details?

👁️: **Work with a partner if possible.** Questions on “Administration of Medication Monthly Log” are on the Student Response page. These focus on the **parts** of the document and their **function, or purpose**. Answer the questions by jotting your ideas on the empty form or on the Student Response page.

Consolidation

ⓘ This report contains tables. Tables are **intersected lists**:

- There is a row of labels across the top and a column of labels down one side.
- Examples of tables include television and bus schedules.
- Tables summarize a lot of information very efficiently.

ⓘ Reading Graphical Text, such as a table, is not like reading novels or newspapers. Graphical text has **multiple entry points**. The reader can begin reading from the right, in the middle of the page, or the bottom of the page.

➡ Locate the report “2006-2007 Graduate Employment Report”. (See URL above.) Print a hard copy and answer the questions in the Student Response Page.

Connections and Next Steps

➡ Do a scavenger hunt of reading materials for one of your courses. Can you locate 3 tables (intersected lists)?

➡ The following website has additional diagnostic materials on Essential Skills developed and supported by Skillplan, BC Construction Industry Skills Improvement Council: <http://www.towes.com/pdfs/towessampletestbooklet.pdf> . These materials are specific to a variety of literacy skills needed in the workplace.

➡ Test your document literacy skills further at the following internet address where you will find 3 levels of “Document Use” indicators that are instantly scored for you online. http://srv108.services.gc.ca/english/general/news_new_profiles.shtml

The Essential Skills – Student Resource
Using Documents and Reading Graphical Text

Below is an authentic form from a district school board manual. The form sets out instructions for providing students with medications during the school day. Similar forms are used by the staff in vacation camps or other settings where parents are not able to provide medications.

FORM F311-3 ADMINISTRATION OF MEDICATION MONTHLY LOG

<p>Reminder: Administration Checklist</p> <ol style="list-style-type: none"> 1. Compare the information recorded on the request for administration of medication by the parent with the pharmacy label on the medication container. Ensure they are the same. 2. Check the expiry date on the medication. 3. Confirm student's surname and first name. 4. Record each occasion when medication is given (date & time). 5. Record dates when student is absent. 6. Record the medication and dosage, and sign the form. 				<p>AFFIX CURRENT PHOTO OF STUDENT HERE</p>	
<p>STAFF ADMINISTRATION OF MEDICATION MONTHLY LOG (Administrative Procedure 311)</p>					
NAME OF STUDENT _____			DATE OF BIRTH _____		
Date	Time	Medication	Dosage	Signature of Person Administering	Comments

From the Hastings and Prince Edward District School Board. Used with permission.

The Essential Skills – Student Response
Using Documents and Reading Graphical Text

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On

➡ Responses to the “Essential Skills Document Use Indicator”.

Action!

“Administration of Medication Monthly Log”

1. Who asks for information
 Who answers with information
 The purpose of the form?
2. Reason for the photo
 Why it has to be “current”
3. What the checklist cues you to do
 Why instructions have their own box
 Why instructions are in the upper left corner
4. Information usually on a bottle of prescription medication
5. Format of the expiry date printed
 How the format prevents errors in interpreting the date
6. Checklist item 3. Why confirming first and last name is vital
7. Checklist items 4-6: Why time is just as important to record as date
 Why it matters if the student is absent on a given day
 Why a signature is required
 Who requests the information
 Who answers with the information
 The purpose of the form

Consolidation

➡ **“2006-2007 Graduate Employment Report”**

1. Highlight the phrases that tell you the information is reliable
2. Which school's graduates found employment more often
 . Highlight the figures that show this
3. How the "status unknown" number influences your conclusions
4. Why information in this report collected
 Why its accuracy important to you and the college

Connections and Next Steps

- ➡ Complete additional skills indicators at <http://www.towes.com/pdfs/towessampletestbooklet.pdf>
- ➡ Test your document literacy skills
at http://srv108.services.gc.ca/english/general/news_new_profiles.shtml

Teacher's Feedback:



- Successfully completed
- Still to do:

Comments:

The Essential Skills

Using Documents and Reading Graphical Text

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Develop an awareness of the HRSDC Essential Skills and web site
- Read and interpret tables
- Make inferences in order to understand documents and graphical text
- Understand why accuracy is critical in document use

Minds On

- I am familiar with “Nine Essential Skills” website created by Human Resources and Social Development Canada
- I have completed the diagnostic test on document use and have a sense of my skill level
- I am aware of the variety of skills required to read information in charts and graphs

Action!

- I can locate and accurately interpret the information in a table
- I can recognize a table from its structure and organization
- I understand how reading graphical text differs from sentences and paragraphs
- I understand why accurate detail is critical to many forms

Consolidation

- I can locate and interpret information in tables included in a complex document
- I can compare and draw conclusions from information in a table

Reading: Preview, Predict and Plan
Understanding Opposing Points of View

Critical Learning	Materials and Interaction
<ul style="list-style-type: none"> ☑ Preview, predict and plan to understand ☑ Recognize the organizational features of prose text ☑ Use a graphic organizer (Both Sides Now) to comparison and draw a conclusion 	<ul style="list-style-type: none"> • Student Response Page: Reading: Preview, Predict and Plan • Access to the internet • <i>Ontario College Writing Exemplars</i> available at http://www.gotocollege.ca/pdfs/6-8_OCWE.pdf • Work with a partner
Minds On	
<p>① The term for writing in which sentences follow one after the other is “prose”. This is different from tables, forms and graphical text.</p> <p>① <i>Prepare</i> to understand what you read by predicting what you’ll read about from the title and what you already know.</p> <p>① <i>Prepare</i> to understand what you read by looking up unfamiliar references and names, especially those important enough to be in the title and introductory paragraph of a prose text.</p> <p>① <i>Prepare</i> to understand what you read by building background knowledge. The more you know about something before you read, the more you understand as you read.</p>	<p>➡ Using the internet (e.g. Wikipedia), read to increase your background knowledge of:</p> <ul style="list-style-type: none"> • Luddite • Green Peace • Ray Kurzweil • David Foreman <p>➡ Locate the “Level 4 Research Essay, Sample 4” in the Research Essay section of the <i>Ontario College Writing Exemplars</i> at the internet address above.</p> <p>To do this:</p> <ul style="list-style-type: none"> • Double-click ‘Exemplars’ in the left-hand column • Select the + button for ‘RESEARCH ESSAY TEXT TYPE’ • Select the page icon for Level 4 Research Essay Sample 4 • The essay is on page 159. <p>➡ The essay is entitled “Dehumanizing humanity in Ray Kurzweil and David Foreman”. From the title, predict the topic of this essay.</p> <p>➡ Highlight the writer’s main idea, or thesis.</p>
Action!	
<p>① The “Both Sides Now” organizer helps draw conclusions about opposing viewpoints. The organizers allows you to set the opposing viewpoints and supporting evidence side by</p>	<p>➡ Read the body of the essay. Highlight specific examples of Kurzweil’s ideas.</p> <p>➡ Highlight Foreman’s ideas using a different</p>

side, so that you can consider them and come up with your own thoughts about the 2 of them.

colour.

➡ In your own words and in point form, describe the opposing viewpoints, each on one side of the organizer. Include supporting examples in your description.

Consolidation

❗ Because of our unique experiences, each of us brings something different to what we read. Our understanding is shaped by our experiences and prior knowledge.

➡ Carefully consider both sides. Compare the attitudes of each writer towards technology. With whom do you most agree, Ray Kurzweil or David Foreman?

➡ Recall each man’s background. How might their previous experience influence their attitudes towards the subject?

➡ What is your attitude towards the subject? Do you sympathize with one writer more than the other? How does your experience influence your conclusion?

➡ Look up the meaning of the term ‘bias’, online if possible. Do you have a bias? Do these writers? Is it possible *not* to have a bias?

Connections and Next Steps

➡ Is it possible to make informed and relatively unbiased decisions based on an objective interpretation of facts? Locate *Group Interview Reports* In the Appendix of *Ontario College Writing Exemplars*. Read Sample 1.

- How does the report attempt to be free of bias and fair?
- To what extent is the group report successful at remaining objective?

Reading: Preview, Predict and Plan – Student Response
Understanding Opposing Points of View

➡ You can: (1) Work on this template online and print a completed copy. It will expand as you work or (2) print a blank copy after adjusting the spacing to leave room to write or (3) use this as a guide to structure responding in a notebook.

Minds On...

➡ In point form jot down a few facts you found for

- Luddite
-
- Green Peace
-
- Ray Kurzweil
-
- David Foreman
-

➡ Prediction from the title

➡ Writer's main idea

Action!

➡ Fill in the organizer after highlighting the examples in the essay.

Both Sides Now Organizer		
Evidence that supports Kurzweil	Questions	Evidence that supports Foreman
	What is the role of technology in our lives?	
	Is technology a help or a hindrance to humanity?	

Consolidation

With whom do you most agree? Kurzweil or Foreman?	
Decision	
Reasons	
Your bias	

Connections and Next Steps

- ➡ Group Interview Reports
- Strategies for being free of bias and fair
 - Your assessment of the group's objectivity
-

Teacher's Feedback



Successfully completed

Still to do:

Comments:

Reading: Preview, Predict and Plan

Understanding Opposing Points of View

Literacy Learning Self-Assessment Checklist

➡ Check items you have completed confidently in this lesson. Highlight items about which you have questions or need to consolidate further.

Critical Learning

- Preview, predict and plan to understand
- Recognize the organizational features of prose text
- Use a graphic organizer (Both Sides Now) to compare and draw a conclusion

Minds On...

- I can predict the main idea from the title
- I can recognize the main idea, or thesis, of an essay

Action!

- I can identify the main arguments and their supporting examples
- I can formulate an opinion of my own based on reading and understanding
- I can recognize bias, both my own and that of other writers

Consolidation

- I can recognize point of view and bias in interview and report forms of writing

Connections and Next Steps

- I can recognize and assess bias and objectivity
- I can identify strategies for being fair and free of bias