

Summary of Results and Strategies for Teachers, 2011–2012

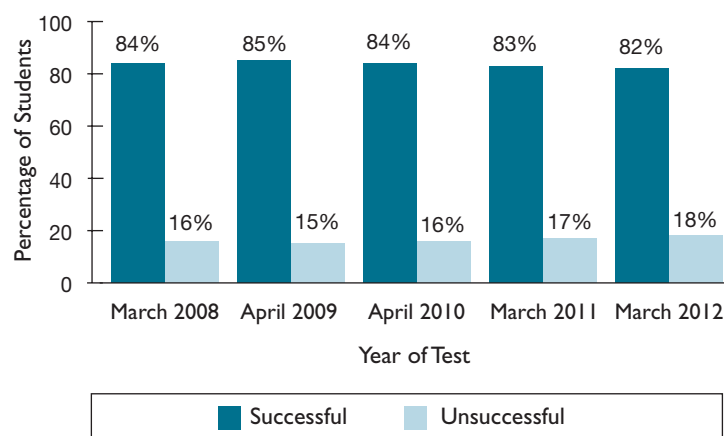
ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT), 2011–2012

First-Time Eligible English-Language Students

Results for First-Time Eligible Students over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002
SUCCESSFUL	78%	79%	78%	77%	77%	84%	85%	84%	83%	82%
NOT SUCCESSFUL	15%	14%	15%	16%	16%	16%	15%	16%	17%	18%
OVERALL PARTICIPATION RATE	93%	93%	93%	93%	93%					
ABSENT	3%	2%	2%	2%	2%					
DEFERRED	4%	4%	5%	5%	5%					

Success Rates on the OSSLT over Five Years for First-Time Eligible Students



Observations

- Of the 137 002 students who wrote the OSSLT for the first time in 2012, 82% were successful.
- Although results have been consistently high over the past five years, there has been a slight decrease in the percentage of successful students in each of the last three years.

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of **first-time eligible students'** performance on the March 2012 Ontario Secondary School Literacy Test (OSSLT) and of their performance in previous years, as well as on feedback from scorers of the 2012 OSSLT. Some of the observations refer to released sections of the 2012 OSSLT that can be found on the EQAO Web site.

PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed “about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding.” EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface in the following chart, refer to the list of resources at the end of the chart.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations	Strategies for Improvement
Reading	This year, first-time eligible student performance was strongest on multiple-choice questions assessing Reading Skill 1. Students found questions assessing Reading Skills 2 and 3 more difficult. Performance on all three reading skills was similar to that in 2011. Students were most successful on multiple-choice reading questions related to the news report and were least successful on those related to the information paragraph. This year, first-time eligible students performed better on open-response reading questions for Skill 3 than for Skill 2.	Reading skills and strategies Provide daily reading time in all subjects, both independent and guided, to increase fluency and proficiency, to build subject-specific knowledge and vocabulary, and to regularly identify who is experiencing challenges with course material. Use small-group activities such as reciprocal teaching to simultaneously build multiple comprehension strategies such as summarizing and to clarify vocabulary and content. Consistently provide instruction in using reading strategies across all content areas. Refer to EQAO's OSSLT Curriculum Connections to identify links between the OSSLT and course-based reading and writing expectations. In each department, plan to review and use the <i>Think Literacy</i> subject-specific supports to help students with all three reading skills. Have them identify explicit information, and provide direct instruction in how to make inferences about gaps in texts (e.g., Who is speaking in this dialogue? What is happening? What might this word mean? How does the way this text is organized help me understand the main idea?). Also, use subject-specific resources to help students make

	Observations	Strategies for Improvement
Reading (continued)		connections between their own knowledge base and a variety of texts (e.g., How did information in the textbook connect with and help me understand the article and/or documentary on the subject? How is my understanding of a concept developing as I read more on the subject? In what other context might I use these concepts or information? How does what I have previously learned help me write about this subject?). For example, when asked, after reading the 2012 OSSLT dialogue, “Why is Pemberton’s appointment newsworthy?” successful students showed evidence of connecting what they already knew about newsworthiness with knowledge drawn from the media literacy strand of the English curriculum and from their own reading or viewing of news. When asked, after reading the 2011 OSSLT news report “Teen’s recycling recipe bags award,” to “Explain how Burd’s project demonstrates the work of a scientist,” successful students connected what they already knew about science and the scientific method to provide relevant and specific information that supported their understanding of the reading.
	As in 2011, of all open-response reading questions, the one that required students to identify a main idea of an information paragraph and to provide one specific detail from the selection that supports it was answered with the least success. As in previous years, this question also had the largest percentage of blanks and the largest percentage of students performing at Code 10. Scorers observed that students receiving top scores on the open-response questions used their knowledge of organizational patterns and text structure to help them respond. Question 7 related to the dialogue had the second smallest percentage of students receiving the top score. Scorers noted that, in responding to questions about the dialogue, some students confused the speakers and consequently provided inaccurate responses. Over the last five years, students in academic programs have demonstrated the most successful performance of all student groups in all three reading skills on both multiple-choice and open-response questions. An analysis of the performance of all student groups shows that they follow the same trends as the student population as a whole, with the following exceptions:	Text forms and elements Provide subject-based instruction in reading a variety of text forms (e.g., informational, graphical and literary texts). Model how to differentiate between the general topic of a paragraph or the subject of an article and its main idea, by identifying organizational patterns and relationships between ideas in texts. To do so, provide direct instruction in finding content and function words. Encourage students to use graphic organizers to summarize texts and to show their understanding of ideas and information. Have students use different coloured highlighters to identify speakers in dialogues and to distinguish their words. Have them write their own dialogues, using both quotation marks and speech tags to signal how the exchange works. Have partners practise reading dialogues correctly to become familiar with this text form. Student groups Use a variety of instructional methods for building academic language and vocabulary. Use word walls and word-learning strategies to ensure students learn concepts and subject-specific terms in all courses and to help all students become more proficient readers.

	Observations:	Strategies for Improvement:
Reading (continued)	This year a moderate gap favoured females on multiple-choice reading questions related to three of the five selections. However, as in 2007–2010, males surpassed females' performance on the multiple-choice reading questions related to the graphic text. This year males also performed about equally well as females on multiple-choice reading questions related to the news report. They outperformed females on four of the five multiple-choice vocabulary questions, which were spread across all of the reading selections. Females performed moderately better than males on all open-response reading questions. The widest gap was in responses to the dialogue. English language learners outperformed the general population on the open-response question related to the information paragraph. But they also provided more blank and off-topic responses than the other student groups on all four open-response questions, especially the one related to the dialogue. The differences in reading performance between students in academic and applied programs are the widest of all student group comparisons. On open-response questions, the smallest difference between the same two groups was on the news report selection; the greatest difference was on the two questions related to the dialogue reading selection. In comparison with first-time eligible students as a group, students in special needs programs were most successful on the open-response question related to the news report and had greatest difficulty with questions related to the dialogue.	Use differentiated learning structures, such as Choice Boards, to provide ways for students to demonstrate their learning (i.e., provide an oral or visual summary before or instead of writing one to gain proficiency). Or design cubes for students to roll in order to practise a variety of reading expectations (analyzing, interpreting, summarizing information). Provide engaging commercial texts at a variety of reading levels on the subject of study to support students' learning of new concepts. Adopt practices used in schools with small gender gaps in their OSSLT results and described in the EQAO research study <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>. Review recent Ministry resources for strategies that improve the literacy skills of males and also have a positive impact on students in general (e.g., literature circles, critical literacy). To assist English language learners, students with special education needs and all students who struggle with print format, continue to incorporate visual tools (e.g., concept maps, word charts) and scaffolds (paragraph frames) in all subject areas.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations	Strategies for Improvement
Writing	First-time eligible students were most successful on the multiple-choice writing questions related to content development, and least successful on questions related to organization. Performance in all three writing skills has been irregular over time (2008–2012).	Writing skills To increase writing fluency and help students develop content, regularly link their reading to short writing responses (e.g., before reading, have students briefly write what they already know about a subject; during and after reading use activities such as stop-think-write, exit cards and one-minute summaries). Teach writing skills across the curriculum, using, among other resources, the <i>Think Literacy</i> subject-specific supports. Use components of the writing process to help students build writing fluency and proficiency. Model how to brainstorm words and generate ideas related to a topic before writing, as research suggests that using this strategy can help increase content. Model how to select relevant supporting details, how to add content by selecting sufficient details, and how to organize and present information in complete sentences during writing.
	The majority of students scored a Code 30 on topic development on both short-writing tasks. Short writing at Code 30 provided vague responses to one or both aspects of the question. Details selected tended to be either vague or irrelevant, making it difficult for the reader to understand the connection between the two components of the response (e.g., “Suggest one improvement that could be made to your school building or grounds and provide specific details to explain why it would be an improvement”). On the long-writing tasks, students were more successful on the series of paragraphs expressing an opinion than on the news report. The overall pattern of performance in topic development across both long-writing tasks was similar, with the largest percentage of students scoring in the Code 40 range. A larger percentage of students scored in the Code 50 range on the opinion task than did so on the news report. A relatively small percentage of students scored in the lowest two codes.	Writing forms To help students develop and clarify their knowledge of writing forms and their elements, provide them with samples to compare (a newspaper report and an editorial) so that they can identify differences (e.g., a newspaper report has a headline and an objective point of view, uses dates and quotations; a narrative might use an objective or personal point of view and dialogue, move back and forth in time). Provide writing templates such as RAFTS to help students understand the relationships among text forms, content, audience and purpose. Vocabulary During all stages of the writing process, encourage students to use precise vocabulary by substituting specific words and concepts for vague and general ones (e.g., “stuff,” “people”). Non-fiction writing Across all subject areas, consistently provide opportunities for non-fiction writing in a variety of forms. Have students practise persuasive writing (e.g., a petition, a fundraising brochure, an online film review, or an editorial for a school or community newspaper), using a variety of instructional strategies (e.g., think-aloud, place mat, group writing, whole-class discussions and the Ministry-licensed graphic organizer software).

	Observations	Strategies for Improvement
Writing (continued)	Scorers of the long-writing tasks noted that students who, before writing, engaged in extensive brainstorming and provided visual organizers in the rough notes space tended to provide well-organized work with sufficient and relevant details, which resulted in higher scores. In contrast, long writing at Codes 20 and 30 demonstrated minimal knowledge of the form; provided few supporting details to develop the topic, suggesting both limited vocabulary (e.g., “the food was good,” “he made a big plate of food”) and limited general knowledge on which to draw; used mainly simple sentences; demonstrated limited evidence of organization at the sentence, paragraph and overall levels, which was manifested by the use of few connecting words and phrases (e.g., “however,” “in contrast,” “so”) and showed frequent errors in spelling, grammar and punctuation. For the use of conventions, students were slightly more successful on the long-writing task related to the news report than on the task related to the series of paragraphs expressing an opinion.	Organizational patterns and text structures Provide direct instruction in identifying and using a variety of organizational patterns in different forms of writing for different purposes (e.g., compare/contrast, definition or process, chronological order or order of importance). For example, when asked on the 2012 OSSLT “Do teenagers place too much importance on what they wear?” successful students used a variety of organizational patterns effectively, such as comparing the clothing concerns of teenagers with those of adults, or describing the cause-and-effect relationship between the advertising industry and clothes purchasing decisions. Revising and providing feedback Continue to teach students revising and editing strategies. Provide in-class time for students to refine their work and build writing proficiency. Provide time for peer-editing of first drafts of assignments. Peers can provide focused feedback on evidence of a main idea, presence of relevant supporting details, use of words or phrases that signal an organizational pattern, and use of conventions. Assessing for learning Involve all students in defining the criteria for effective work using language that is meaningful to them, and provide them with concrete examples of work at a variety of levels to help them understand the criteria and the differences among the levels. Use Ministry of Education video resources and Growing Success for ideas on how to assess for learning, how to provide specific descriptive feedback on course work and how to provide opportunities for students to self-assess and develop their own learning goals.
	An analysis of performance of all student groups shows that they follow the same trends as for the student population as a whole. Females continue to perform better than males on topic development on all short- and long-writing tasks. On the short-writing tasks, males and females performed about the same on the use of writing conventions. On both long-writing tasks, females performed better than males on use of conventions. Males left more blanks than did females on the news report. The same was true of the opinion task but the difference was a smaller.	Student groups Continue to use diverse instructional methods in order to help all students, including students with special education needs, learn more effectively. Include those methods recommended in <i>Success for All</i>, such as differentiated instruction and universal design. Have students practise developing short responses using key terms from subject-based questions and share these in small-group and whole-class discussions. Provide opportunities to write extended responses on demand.

	Observations	Strategies for Improvement
Writing (continued)	English language learners left more blanks and provided more off-topic responses than did any other student group on one of the short-writing tasks. As in previous years, on all writing tasks, the gap between the performance of students in applied and academic English courses was pronounced for topic development, and somewhat narrower for the use of conventions. On both topic development and on the use of conventions for both the short- and long-writing tasks, students with special education needs were somewhat less successful than first-time eligible students in general.	Use the OSSLT preparation materials, including the released student responses, the annotations and the rubrics, to help students identify and articulate the difference between vague and specific details and how the details are connected to the main idea. Have students score responses using the generic scoring rubrics (available on the EQAO Web site) and have them compare and explain their scores.

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations	Strategies for Improvement
Lack of Success	From 2011 to 2012, the gap between successful and unsuccessful students decreased moderately for Reading Skill 2, but increased for Reading Skills 1 and 3, with the greatest gap occurring for Skill 3.	Whole-school literacy initiatives Refer to EQAO's <i>Characteristics of Successful and Unsuccessful Student Performance on the OSSLT</i> and EQAO's <i>Whole-School Success Stories</i> to make and coordinate comprehensive plans to support student achievement in literacy. To encourage whole-school approaches to student success, have teachers embed literacy strategies across all subjects and view demonstration-classroom videos that show how learning-focused conversations can promote literacy development. Guided by data, use collaborative teacher inquiry to refine planning, instruction and assessment. In conjunction with this approach, use the videos and learning resources about moderated marking and teaching and learning critical pathways at the end of this section to identify and address areas of student need. Encourage a whole-school focus on developing thinking skills through higher-level questioning and provide struggling students with extensive practice in these skills. To increase student success, refer to <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario</i> to identify the needs of both unsuccessful and successful students (e.g., positive relations with teachers, targeted instruction, explicit literacy instruction in all subjects, respect for individual and cultural differences and activities involving higher-level thinking, reasoning and communication). Identify the degree to which boys' underachievement intersects with other factors (course level, socio-economic status, culture) in order to determine the most effective interventions for all struggling and unsuccessful students (e.g., short-term, targeted direct instruction to address small-group and individual learning gaps; timetabling to ensure intensive and extensive opportunities in which to develop and practise literacy skills; flexible programs during and after school for extra support). Refer to "Lessons from EQAO Data on English Language Learners in Ontario Schools" for ideas on how to identify and support struggling English language learners.

	Observations	Strategies for Improvement
Lack of Success (continued)	Data from the multiple-choice responses suggest that effective readers • read the whole selection to find all information related to the question before selecting the correct option. • understand structural patterns in a text and use them to make meaning. • use prior knowledge when demonstrating their understanding of a text. Scorers noted that reading open-responses at Codes 10 and 20 indicated that students were not using basic reading strategies (e.g., inferring who is speaking, differentiating a main idea from details that support it) in order to provide accurate responses with specific details from the selections. Scorers also commented that quoting relevant wording from the reading selections benefitted students on all open-response questions. From 2011 to 2012, the gap between successful and unsuccessful students increased for writing (topic development) for the short-writing task and remained more or less the same for the long-writing tasks. The percentage of both off-topic and blank responses was noticeably larger among students who were unsuccessful than among the student population as a whole for all open-response reading questions and short- and long-writing tasks. As with the first-time eligible population as whole, unsuccessful students performed better on the series of paragraphs supporting an opinion than on the news report among the long-writing tasks. The percentage of students who were unsuccessful on the long-writing tasks in 2011 and 2012 remained about the same. Scorers frequently noted that, on all writing tasks, students with lower scores would have benefitted from proofreading for grammar, spelling and punctuation errors.	Instructional practices Use and adapt Ministry-commissioned subject-specific literacy lessons that tailor particular reading and writing strategies to content. Increase reading fluency by providing students with opportunities to read multiple short selections at a variety of levels on a single subject. Intensify time for reading, both independently and in small groups, in order to help struggling students build vocabulary, an information bank and an understanding of syntax and language conventions in texts. Before and during reading, use cognitive templates that help students navigate through texts (e.g., the probable passage template helps students preview vocabulary, break down and identify textual components [who, what, where] and predict content). When they are responding to texts, encourage students to read carefully and underline or highlight key words in questions to ensure that they can identify the different components of a question and respond to each of them with thorough and accurate information. Teach students the differences in expectations among question instructions (e.g., explain how, explain why, explain whether, describe). Use discussion structures and group writing activities to help struggling students develop ideas and content. Teach conventions in authentic reading and writing contexts. During writing conferences, query students on their use of specific conventions (e.g., verb endings, quotation marks) in order to determine their knowledge of them, and to help the students identify and understand the effect of syntax and punctuation on meaning. Have students provide oral summaries, then practise writing summaries of short texts. Have them practise summaries of increasingly longer ones as they progress. Emphasize the use of proper grammar, spelling and punctuation when writing for academic or formal purposes and avoiding the conventions of text messaging and informal e-mail (e.g., no capital letters, “LOL”). Break down complex tasks using the strategy implementation continuum (model, share and guide before assessing independent use of a strategy or skill) when introducing and reviewing reading and writing strategies. In all subjects, help students understand the learning objectives and success criteria, such as those in EQAO’s OSSLT scoring guides, for reading and writing assignments. Have students use this understanding to self-assess and describe the quality of their work to others (e.g., peers, parents, caregivers) during student-led conferences.

RESOURCES

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, “Getting Ready Guide,” “Released OSSLT Materials” (previous tests and answers), “Sample Test Materials” and “Characteristics of Successful and Unsuccessful Student Performance on the OSSLT.” School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

Resources are listed in alphabetical order by topic.

List of Resources (2012)

For more information about Assessment for learning, go to

- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 1*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario (Producer). (2007). *Assessment video—Clip 2*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Literacy and Numeracy Secretariat (Producer). (2006, April 27). *Rethinking classroom assessment with purpose in mind* [Webcast]. Available at <http://www.curriculum.org/secretariat/april27.shtml>
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking classroom assessment with purpose in mind: Viewing and discussion guide*. Available at <http://www.curriculum.org/secretariat/files/April27Guide.pdf>
- Literacy and Numeracy Secretariat. (2007, December). *Student self-assessment* (Capacity Building Series: Secretariat Special Edition 4). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf>

Boys’ underachievement, go to

- Martino, W. (2008, April). *Boys’ underachievement: Which boys are we talking about?* (What works? Research into Practice Research Monograph 12). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

Building academic language and vocabulary, go to

- Cummins, J. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice Research Monograph 5). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf>

Building listening skills, go to

- *Connecting Practice and Research: Listening guide* (2008). Available at http://www.edugains.ca/resources/LIT/CoreResources/Listening_Guide_June4%202009.pdf

Cognitive templates, go to

- Ministry of Education of Ontario. (2004). Reading between the lines/prediction (probable passages). In *Think Literacy: Subject-Specific Examples: Language/English, Grades 7–9* (pp. 8–13). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish.pdf>

Collaborative teacher inquiry, go to

- *Literacy and Numeracy Secretariat*. (2010, September). *Collaborative teacher inquiry* (Capacity Building Series: Secretariat Special Edition 16). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

Critical literacy, go to

- Ministry of Education of Ontario, EDU GAINS. (2009). *Connecting practice and research: Critical literacy guide*. Literacy GAINS. Available at http://www.edugains.ca/resources/LIT/CoreResources/Critical_Literacy_Guide.pdf
- Literacy and Numeracy Secretariat. (2009, August). *Critical literacy: A lens for learning* (Capacity Building Series: Secretariat Special Edition 9). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Taking multiple perspectives*. Literacy GAINS. Available at http://www.edugains.ca/resources/LIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLitI_TakingMultiplePerspectives.pdf

List of Resources (2012) (continued)

Critical literacy, (continued)

- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Identifying values and beliefs*. Literacy GAINS. Available at http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit2_values&beliefs.pdf
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Questioning the text*. Literacy GAINS. Available at http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit3_QuestioningTheText.pdf
- Ministry of Education of Ontario, EDU GAINS. (2009). *Critical Literacy: Uncovering stories*. Literacy GAINS. Available at <http://www.edugains.ca/resourcesLIT/LiteracyinSpecialSubjects/LanguageEnglish/G9CritLit4-Uncovering.pdf>
- Ministry of Education of Ontario, EDU GAINS. (2010, December 20). *I am a podcaster*. Available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/iamapodcaster.html>

Differentiated instruction, go to

- Literacy and Numeracy Secretariat (Producer). (2006, March 29). *Differentiated instruction: Continuing the conversation* [Webcast]. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Literacy and Numeracy Secretariat (Producer). (2000, September 28). *Building upon our successes*. [Webcast]. Available at <http://www.curriculum.org/content/archives-of-past-webcasts>
- Ministry of Education of Ontario. (2005). Differentiated instruction. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 14–15). Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Ministry of Education of Ontario. (2011). Instructional approaches. In *Learning for All, K–12* [draft] (pp. 13–24). Available at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>
- Ministry of Education of Ontario. (2008). For differentiated learning structures, see various resources available through the “Student success: Differentiated instruction” Web site: <http://www.edugains.ca/newsite/di2/index.html>

Discussion structures, go to

- Ministry of Education of Ontario. (2004). Oral communication. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 32–40). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLearning.pdf>
- Ministry of Education of Ontario. (2004). Oral communication. *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 152–192). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Oral.pdf>

Embedding literacy strategies, go to

- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at <http://curriculum.adobeconnect.com/thinkliteracy/>

English language learners, go to

- Coelho, E. (2007). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. *Inspire: The Journal of Literacy and Numeracy for Ontario*. Retrieved January 12, 2009. Available at www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/ELL_July30.html
- Ministry of Education of Ontario. (2005). Teach language everywhere: A cross-curricular approach. In *Many roots, many voices: Supporting English language learners in every classroom* (pp. 23–34). Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat (Producer). (2005, December 7). *Teaching and learning in multilingual Ontario* [Webcast]. Available at <http://www.curriculum.org/secretariat/december7.shtml>
- Education Quality and Accountability Office. (2008, Winter). Preparing for the OSSLT. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E>

Finding content and function words, go to

- Ministry of Education of Ontario. (2005). Finding content and function words. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 6–15). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

Graphic organizers, go to

- Ministry of Education of Ontario. (2009). *The Road Ahead: Boys’ literacy teacher inquiry project, 2005 to 2008*. Available at http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf

List of Resources (2012) (continued)

Graphic organizers, (continued)

- Ministry of Education of Ontario. (2005). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Computer integration, Grades 7–12* (pp. 2–7). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitComputerIntegration.pdf>
- Ministry of Education of Ontario. (2004). Engaging in reading: Computerized graphic organizers. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Family studies, Grades 9–10* (pp. 70–73). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf>

Graphical texts, go to

- Ministry of Education of Ontario. (2009). *Differentiated Instruction Teaching/Learning Examples: Grade 9 English, applied (ENG1P): Reading graphic text*. Available at http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Folder%20Eng_GR9_Graphic%20Text.pdf
- Ministry of Education of Ontario. (2009). Grade 9 English, Applied (ENG1P): Reading Graphic Text [Appendices]. In *Differentiated Instruction Teaching/Learning Examples*. Available at http://www.edugains.ca/resourcesDI/TeachingLearningExamples/Language%20-%20English%20Grades%207-10/Appendix%20EngGr9_Graphic%20Text.pdf
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- Ministry of Education of Ontario. (2005). Reading graphical texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Learning strategies 1, Grade 9* (pp. 10–13). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLearning.pdf>
- Ministry of Education of Ontario. (2005). Getting ready to read: Reading graphical text (project management). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Technological education, Grades 9–12* (pp. 14–19). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitTechnology9-12.pdf>
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- Ministry of Education of Ontario. (2004). Generating ideas: Adding content (Pass it on!). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Health and physical education, Grades 7–9* (pp. 80–85). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>

Informational texts, go to

- Ministry of Education of Ontario. (2003). Reading different text forms: Reading informational texts. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 80–82). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>
- The “Reading different text forms” sections of the various volumes of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*, available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/specific.html>

Learning-focused conversations, go to

- Ministry of Education of Ontario. *Learning-focused conversations and shared reading in Grade 12 history* [Webcast]. Available at <http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=2>

Literary texts, go to

- Ministry of Education of Ontario. (2005). *Think Literacy: Subject-Specific Examples, English, Grades 10–12*. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

Literacy skills of males, go to

- Ministry of Education of Ontario. (2004). Teach with a purpose: Understanding boy’s learning styles. In *Me read? No Way! A practical guide to improving boys’ literacy skills* (pp. 15–21). Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
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Literature circles, go to

- Literacy and Numeracy Secretariat. (2010, January). *Literature circles* [Webcast]. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>

Main idea, go to

- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 44–47). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information: Reading a problem. In *Think Literacy: Subject-Specific Examples: Mathematics, Grades 7–9* (pp. 44–50). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>
- Ministry of Education of Ontario. (2004). Most/least important idea(s) and information. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 26–32). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
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- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Subject-Specific Examples, Grades 7–9: Mathematics* (pp. 58–74). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>

Making connections, go to

- Ministry of Education of Ontario. (2004). Posters for instruction: During reading—Make connections. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
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Making inferences, go to

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: Enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (pp. 5–6). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
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- Ministry of Education of Ontario. (2004). Reading between the lines: Making inferences. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 40–43). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

Moderated marking, go to

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work* (Capacity Building Series: Secretariat Special Edition 2). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher moderation: Collaborative assessment of student work* [Webcast]. Available at <http://www.curriculum.org/secretariat/september10.shtml>

Non-fiction writing, go to

- Literacy and Numeracy Secretariat. (2008, May 2). Reading conference: Text structure (Part 4: Teaching Non-Fiction Writing, Clip 1). *High-Yield Strategies to Improve Student Learning* [Webcast]. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Literacy and Numeracy Secretariat. (2008, April 18). Connie Wright: Persuasive writing: Deconstructing a newspaper article. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/secretariat/april18.shtml>

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- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Douglas Reeves: Non-fiction writing. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Ministry of Education of Ontario. (2004). Writing strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 112–122). Available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/think.html>
- Literacy and Numeracy Secretariat. *Non-fiction writing for the junior student* (Capacity Building Series: Secretariat Special Edition 5). Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Organizational patterns and relationships between ideas, go to

- Ministry of Education of Ontario. (2004). Developing and organizing ideas. In *Think literacy: Cross-Curricular Approaches, Grades 7–12* (pp. 108–122). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>
- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 25–27). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLibrary.pdf>
- Ministry of Education of Ontario. (2005). Developing and organizing ideas in *Think Literacy: Subject-Specific Strategies, Grades 7–12, English, Grades 10–12* (pp. 42–45). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>
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- Ministry of Education of Ontario. (2004). Getting ready to read: Finding organizational patterns. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading* (pp. 16–19). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>

OSSLT Curriculum Connections, go to

- http://www.eqao.com/pdf_e/11/Ccurrcon_Xe_0611_WEB.pdf

OSSLT preparation materials, go to

- the “Educator Resources” section of the Education Quality and Accountability Office Web site: <http://www.eqao.com/Educators/Secondary/10/10.aspx?Lang=E&gr=10>

Place mat, go to

- Ministry of Education of Ontario. (2005). Small group discussions: Place mat. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Oral strategies* (pp. 62–64). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Oral.pdf>

Questioning/questions, go to

- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Annette Woods: Critical literacy. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Ministry of Education of Ontario. *Developing thinking skills through higher-level questioning* [Slide presentation]. Available at https://admin.na3.acrobat.com/_a59783387/thinkingskills
- Giroux, L. The key to good assessments: Developing good open-response reading test questions for Grade 10 students. *EQAO Connects* (Issue 2, 2009). Available at http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41
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- Ministry of Education of Ontario. (2005). Developing questions. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Library research, Grades 7–12* (pp. 8–11). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLibrary.pdf>

RAFTS, go to

- Ministry of Education of Ontario. (2004). Setting the context (using RAFTS). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing*. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitEnglish.pdf>

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Reading fluency, go to

- Literacy and Numeracy Secretariat. (2010, March). *Reading fluency* (Capacity Building Series: Secretariat Special Edition 12). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/reading_fluency.pdf

Reading strategies, go to

- Ministry of Education of Ontario. (2004). Engaging in reading: Reading between the lines. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Reading strategies* (pp. 40–43). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario (2005). Introduction to reading strategies. In *Think literacy: Cross-Curricular Approaches, Grades 7–12: Locally developed compulsory credit course—Grade 9 Science* (pp. 2–56). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLDCScience9.pdf>
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- Ministry of Education of Ontario. (2004). Reading strategies. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 2–73). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- Ministry of Education of Ontario. (2005). Reading strategies: Reading different text forms. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Religious and family life education* (pp. 40–55). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitReligion.pdf>
- Ministry of Education of Ontario (2004, 2005). Reading strategies: Reading different text forms. In *Think Literacy: Subject-Specific Examples, Grades 7–12: Science and technology (2004 and 2005)*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScience.pdf>

Reciprocal teaching, go to

- Literacy and Numeracy Secretariat. (2009, January 30). *Teaching for Understanding: Summarization. Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- Literacy and Numeracy Secretariat. (2006, October 25). *Effective Instruction in Reading Comprehension. Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/october25.shtml>
- Snowball, Diane. (2005). Reciprocal teaching session. *Teaching comprehension*. 3–6 [CD-ROM]. Melbourne: Education Service Australia. Available at <http://www.curriculum.org/secretariat/files/Oct25teaching.pdf>

Revising and editing, go to

- Ministry of Education of Ontario. (2005). Developing and organizing ideas: Looking for relationships. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing strategies* (pp. 124–139). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html>
- Ministry of Education of Ontario. (2005). Writing strategies: Revising and editing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: English, Grades 10–12* (pp. 46–59). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf>

Strategy implementation continuum, go to

- Ministry of Education of Ontario. (2010). *Strategy implementation continuum*. Available at <http://www.edugains.ca/resourcesLIT/CoreResources/Strategy%20Implementation%20Continuum.pdf>

Student success, go to

- Ministry of Education of Ontario. EDU GAINS. (2010). *Promoting meaningful student involvement—Listening to what students have to say* [video clip]. Available at <http://www.edugains.ca/resourcesLIT/LiteracyVideo/index.html?movieID=7>
- Ministry of Education of Ontario. (2010). *Engaging students in the conversation* [video clip]: (Questioning: Assessment for Learning Video Series, Segment 5). Available at <http://www.edugains.ca/resourcesAER/VideoLibrary/index.html?movieID=11>
- Ministry of Education of Ontario. (2004). *Supporting student success in literacy, Grades 7–12: Effective practices of Ontario school boards*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/literacy/index.html#plan>

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- Ministry of Education of Ontario. (2003). *Think literacy success, Grades 7–12: The report of the expert panel for students at risk in Ontario*. Available at <http://www.edu.gov.on.ca/eng/document/reports/literacyreport.pdf>
- Ministry of Education of Ontario. (n.d.). What current research tells us: characteristics of reluctant readers. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Research.pdf>

Students with special education needs, go to

- Bennett, S. (2009, January). *Including students with exceptionalities* (What works? Research into Practice Research Monograph 16). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bennett.pdf>
- Ministry of Education of Ontario. (2011). *Learning for all, K–12* [draft]. Available at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>

Subject-specific literacy lessons, go to

- the *Think Literacy* subject-specific examples available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html>

Subject-specific supports, go to

- the *Think Literacy* subject-specific examples available at <http://www.edugains.ca/newsite/literacy2/subjectspecific/subjectspecific.html>

Success criteria, go to

- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ministry of Education of Ontario. (2010). *Learning Goals and Success Criteria* [Videos]. Available at <http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html>. See in particular “Segment 4: Developing Success Criteria” and “Segment 6: Co-constructing Success Criteria”
- Ministry of Education of Ontario. (2010, April). Learning intentions and success criteria. In *Student-led conferences: Informing practice* [Webcast]. Available at <http://www.curriculum.org/secretariat/studentled/informing.html>
- Literacy and Numeracy Secretariat. (2010). *Student-led conferences: Viewer’s guide* (Literacy and Numeracy Secretariat Webcast Professional Learning Series). Available at <http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf>

Summarizing, go to

- Literacy and Numeracy Secretariat. (2009, January). Teaching for understanding: Summarization [Webcast]. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>

Syntax, go to

- Ministry of Education of Ontario. (2005). The Harold Syntax Guides. *Learning 360 videos featuring Harold Syntax* [video]. Ontario Education Resource Bank (OERB). Available at <http://resources.elearningontario.ca/> The Ontario Educational Resource Bank for teachers, students and parents is password protected. Contact your local school board for information about using these resources. Search by “Harold Syntax” for this particular series of videos.)

Teaching-learning critical pathways, go to

- Ministry of Education of Ontario. (2008, June). *Teaching-learning critical pathways* (Capacity Building Series: Secretariat Special Edition 6). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Text forms, go to

- Ministry of Education of Ontario. (2005). Getting ready to read: Previewing a text. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Family studies, parenting, Grade 11* (pp. 6–7, 38–45). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitParenting.pdf>
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- Ministry of Education of Ontario. (2004). Reading different text forms. In *Think Literacy: Cross-Curricular Literacy Approaches, Grades 7–12: Science, Grade 10, Reading strategies* (pp. 2–16). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceReading.pdf>

Think aloud strategy and sample lessons, go to

- Ministry of Education of Ontario. (2004). Visualizing. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12, Reading Strategies* (pp. 56–59). Available at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html>
- Ministry of Education of Ontario. (n.d.). *Think Literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at <http://curriculum.adobeconnect.com/thinkliteracy>

Thinking skills, go to

- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections* 13(2). Available at <http://www.cpco.on.ca/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf>
- Ministry of Education of Ontario. (2002). Thinking Skills Strategies in The Ontario Curriculum Unit Planner: *Teaching/Learning companion*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/telrsta2002.pdf>

Towards an understanding of gender differences in literacy, go to

- Klinger, D. A., Shulha, L.A. & Wade-Woolley, L. (2009, March). *Towards an understanding of gender differences in literacy*. Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf

Vocabulary, go to

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (p. 5). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Word walls*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitWordWalls.pdf>
- Ministry of Education of Ontario. (2004). Extending vocabulary. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12, Reading strategies* (pp. 7–107). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>
- Ministry of Education of Ontario. (2005). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Subject-Specific Examples, Grades 7–9: Mathematics* (pp. 16–43). Available at <http://www.edugains.ca/resources/LIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitMath.pdf>
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Whole-class discussions, go to

- Ministry of Education of Ontario. (2004). Triangle debate. In *Think Literacy: Health and physical education, Grades 7–10* (pp. 144–151). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>
- Melville, S. (2008). Improving literacy instruction: A cross-curricular approach. *EQAO Connects* (Issue 2, 2008). Available at <http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E>
- Remmer, P. (2007). Starting early: Preparing struggling readers and writers for the OSSLT. *EQAO Connects* (Issue 1, 2007). Available at <http://www.eqao.com/eMagazine/index.aspx?Lang=E>

Word-learning strategies, go to

- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: Enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (pp. 5–6). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf

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- Ministry of Education of Ontario. (2005). Extending vocabulary (creating a word wall). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Learning strategies 1, Grade 9* (pp. 6–8). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitLearning.pdf>

Writing forms and elements, go to

- Ministry of Education of Ontario. (2005). Writing for a purpose: Using templates. In *Think Literacy: Subject-Specific Examples: Science, Grades 9–10* (pp. 26–36). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitScienceWriting.pdf>
- Ministry of Education of Ontario. (2005). Writing for a purpose (using templates). In *Literacy in technological education: Think literacy subject-specific examples: Technological education, Grades 9–12* (pp. 40–53). Available at <http://www.edugains.ca/resources/LIT/LearningMaterials/SubjectSpecific/ThinkLiteracy/ThinkLitTechnology9-12.pdf>
- Ministry of Education of Ontario. (2004). Writing for a purpose (using templates). In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Writing strategies* (pp. 140–149). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf>
- Ministry of Education of Ontario. (2005). Writing for a purpose: Using templates. In *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Religious and family life education* (pp. 74–84). Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitReligion.pdf>

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