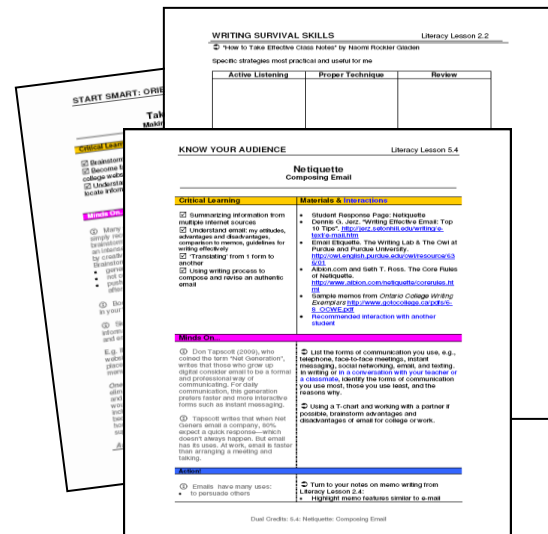


JUST IN TIME

Quick Access

Literacy lessons are designed to provide coherent lessons that address literacy in a holistic and authentic way. This means that the resource is not organized by type of writing, task, strategy, or particular skills.

Just n Time pages may assist instructors in accessing aspects of lessons to support specific needs of individual students.



Thinking Structures

The following thinking structures, emphasized in the lessons, are adaptable to a range of purposes, subjects, and learning tasks:

I see, I think, therefore (Drawing conclusions or making inferences)

- 1.1 Smart Start at Seneca, pp. 1-2

T-Chart (Generating details or comparing and contrasting)

- 1.2 Take the College Challenge, p. 1

R.A.F.T.S. (Analyzing a text and plan writing)

- 1.4 Study Guides, p. 3
- 2.4 Writing memos, pp. 2-3
- 2.6 The Plain Explain, p. 2
- 4.2 Take Action, pp. 1-2
- 4.3 Take Action! Creating a leaflet, p. 2
- 5.2 Sharing a Solution, p. 1
- 5.3 Business Etiquette, p. 2
- 5.4 Netiquette, p. 2

It says, I say (Making Inferences)

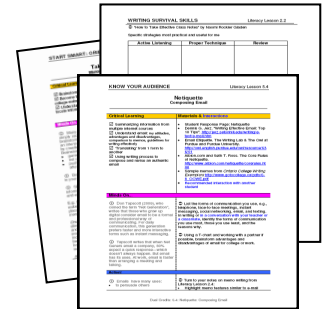
- 3.2 More than Meets the Eye, pp. 1-2

Both Sides Now (Drawing conclusions from opposing points of view)

- 3.5 Preview, Predict and Plan, pp. 1-2

Essay Writing

Struggling students are often daunted by essay writing. Instructors may access online guides and print handbooks on essay writing, which this resource does not attempt to duplicate. The following, however, may prove useful in supporting a student who is scrambling to complete an essay.



Clarifying the task

- Clarify task expectations, e.g., Is the student to write an explanatory or a persuasive? Does the student need to cite multiple sources of information? (See 5.3 Business Etiquette, p. 2)

Exemplars

- Examine a sample essay of the type requested, noting key features. (See 3.5 Preview, Predict, and Plan, p. 1) Level 3 and 4 student essays in the *Ontario College Writing Exemplars* provide examples and instructor commentary.

Plan key aspects of the essay

- Complete a **R.A.F.T.S.** template
- If the essay involves drawing a conclusion from conflicting information or two opposing perspectives, use **Both Sides Now** strategy.
-

Clarify the main idea and subtopics

- Frame the topic as a question so that answering the question the main idea of the essay. For example, How does urban lifestyle affect the environment? becomes an essay entitled “The Effects of Urban Lifestyle on the Environment” (*Ontario College Writing Exemplars*, p. 143)
- Identify subtopics, that is, topics that need to be covered in order to answer the question.

Build detail

- For each subtopic, generate details, for example using a T-chart with subtopic on the left and details (examples, quotations, statistics, and so on) on the right. (See 3.3 Tag It and Bag It, pp. 1-2.)

Take notes on sources of information

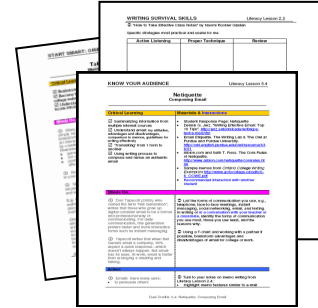
- In order to complete the T-charts, above, students will need to collect information. (For reading comprehension and note-taking strategies see the following:
 - 2.1 Reading about Writing, p. 1
 - 2.2 For the Record, pp. 1-2
 - 2.3 Note-taking Power Learning, p. 1
 - 3.1 Power Reading, p. 1
 - 3.5 Preview, Predict, Plan, p. 1
 - 5.5 Set your Cites, pp. 2-3).

Evaluate sources of information

- Identify credible and current sources of information. (See 5.5 Set your Sites, p. 1.)

Avoid plagiarism

- Ensure that students understand the various forms plagiarism can take, for example that substituting some words in a passage from a source. (See 3.3 Tag it and Bag it, p. 2, and 5.5 Set your Cites, pp. 2-3.)



Draft

- Draft the essay one paragraph at a time. (See the following for strategies:
 - 2.1 Reading about Writing, p. 1
 - 4.3 Take Action! Creating a leaflet, p. 3
 - 5.2 Sharing a Solution, p. 2.)

Revise and proofread

- Revise by reading aloud, paragraph by paragraph or sentence by sentence, from the end to the beginning. (See 5.2 Sharing a Solution, p. 2.)

Document sources

- Check which format the instructor requires. Formatting guidelines are available online. Sample documented essays may be found in the *Ontario College Writing Exemplars*. (See 5.5 Set your Cites, pp. 1-2.)

Making Oral Presentations

- See 4.1 Speak So Someone will Listen, pp. 1-2.

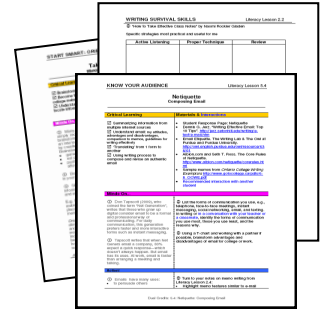
Perseverance and Time Management

- See the following:
 - 1.5 Arresting Time Bandits, pp. 1-3
 - 3.1 A Power Learning Approach, pp. 1-2

Summarizing

Clarify the task

- Clarify the kind of summary is required. Summarizing includes the following:
 - Notetaking
 - Listing main ideas
 - Paraphrasing (rephrasing in one’s “own words”)
 - Listing rephrased main ideas
 - Rephrasing concisely
 - Writing a précis (synthesizing and succinctly rephrasing ideas, keeping the proportion and tone of the original).
- See 1.1 Smart Start at Seneca, p. 2.



Use strategies for summarizing

- See the following strategies:
 - 1.1 Smart Start at Seneca, p. 2, selective highlighting
 - 2.1 Reading about writing, p. 1, using sticky notes and lists to identify main ideas
 - 2.2 For the Record, p. 2, recognizing text structure and organization pattern
 - 2.5 Writing Reports, p. 2, use 5 W’s & H to summarize key information
 - 2.6 The Plain Explain, p. 1, use a concept map
 - 3.3 Tag It and Bag It, pp. 1-2, tagging to identify main ideas.