### Literacy GAINS Agenda for Action
**Dufferin-Peel Catholic District School Board**

**Critical Literacy: How to Guide Adolescent Students**

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<tr>
<th>Context</th>
<th>Goals</th>
<th>Strategy</th>
<th>Monitoring and Assessment</th>
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<td><strong>Who is involved?</strong></td>
<td>To become aware of how texts are constructed and how the construction influences their view of the world in which they live</td>
<td>What is the solution set-up?</td>
<td>What are your criteria of success?</td>
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</tbody>
</table>
| - Four teachers  
  - two middle school teachers (Grade 8)  
  - two secondary teachers (Grade 9)  
  - board filming staff | What is the performance standard? | Describe what it looks like |
| **What key attributes are relevant to the project?** | **Which students?** | | - Students will be able to explain who holds the power in texts and how that influences their world view |
| - Cross-panel strategizing  
- Cross-curricular critical literacy  
- ELL needs being met  
- Culturally relevant pedagogy  
- Differentiated instruction  
- Explicit teaching  
- High-yield strategies  
- New critical literacy expectations with a dove-tailing of new metacognitive and listening expectations | - Two intermediate classes  
- Two, or more Grade 9 P or L classes | How your plan grows out of your context | Describe what it looks like |
| **What has happened** | Research shows early intervention, especially in areas new to students, prepares them up for secondary school success | What is the level of performance? | - Encourages cross-panel collaboration  
- Initiates early support in critical literacy which will be carried over into secondary classrooms  
- Supports differentiated instruction for at-risk students  
- Provides exemplars for future teacher use |
| - 2000 to 2006 inservice sessions in cross-curricular literacy  
- 2000 to 2006 cross-panel planning sessions to support transition from Grade 8 to Grade 9  
- Aligning Think Literacy strategies with current, relevant diversity texts (Grades 7 to 12)  
- Teacher inservice on diversity texts (Grades 7 to 12)  
- Inservice on revised English curricula | How it moves toward your goals | - New critical literacy expectations with a dovetailing of new metacognitive and listening expectations |
| **How people feel about it** | If academic achievement, achievement in what? What indicators are you looking at? | | - 2000 to 2006 cross-panel planning sessions to support transition from Grade 8 to Grade 9  
- Aligning Think Literacy strategies with current, relevant diversity texts (Grades 7 to 12)  
- Teacher inservice on diversity texts (Grades 7 to 12)  
- Inservice on revised English curricula  
- Two meetings held with teachers already – shared MOE parental permission forms for video-taping, planned future meetings, dates of video tapings |
| Teachers request clarification of the critical literacy expectations  
Teachers want support with diversity texts | Diagnostic assessment to see what the students know which will be used to inform teacher practice | What ‘tools’ will you use? | - Anticipation charts, K-W-L charts,  
- Survey Monkey, self-reflections, audio-taping think-alouds and team deconstructions, video-taping  
- Share project with other Grade 8 and 9 teachers for input |
| **Current Challenges** | Formative assessment – regular checks to assess the ongoing understanding of the students | | - Funding for:  
  - release time – supply teachers  
  - audio recorders, camcorder  
  - meeting expenses |
| - Improved attendance  
- Improved measurable participation: in listening, speaking, and writing  
- Student responses on “exit tickets,” self-reflections, next steps | Summative assessment only if the allotted time has allowed for the successful cycle of gradual release of responsibility | | |
| | - Two meetings held with teachers already – shared MOE parental permission forms for video-taping, planned future meetings, dates of video tapings | | |
| | **Who is involved?** | | |
| | **What key attributes are relevant to the project?** | | |
| | **What has happened** | | |
| | **How people feel about it** | | |
| | **Current Challenges** | | |

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Board: Dufferin-Peel Catholic District School Board  
Project Lead: Noeline Laccetti  
Senior Administration: Superintendent Of Program, Marianne Mazzorato  
February 2008
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| **What data says** | If asked, what is your explanation of why this is a literacy project?  
- Grades 7 and 8 CASI reading results show a marked improvement with explicit teaching  
- OSSLT results show an improvement with sustained explicit teaching of high-yield strategies  
- Reading and writing shows marked improvement in English classes with at-risk students when current diversity texts are used  
- Reading and writing shows marked improvement with differentiated instruction and assessment | What promising practices are you focusing on?  
- Cross-panel strategizing  
- Cross-curricular critical literacy  
- ELL needs being met  
- Culturally relevant pedagogy  
- Differentiated instruction  
- Explicit teaching  
- High-yield strategies  
- Critical literacy met metacognitive and listening expectations | What records of practice will result?  
- Lesson plans using template  
- Cross-panel recorded think-alouds: pre-, during, and post  
- Exemplar videos  
- Student and teacher self-reflections |
| **What constraints exist** | | | |
| - Developing awareness of links between multi-literate lives of students and critical literacy  
- Comfort of teachers to have lessons video-taped for team discussion  
- Comfort of students to be video-taped in situ to inform teacher practice | | | |

**How will things be different when you achieve these goals?**  
- Students may say, "I can never just look at or just read anything anymore."  
- Teachers not involved in the project may be eager to try the lessons