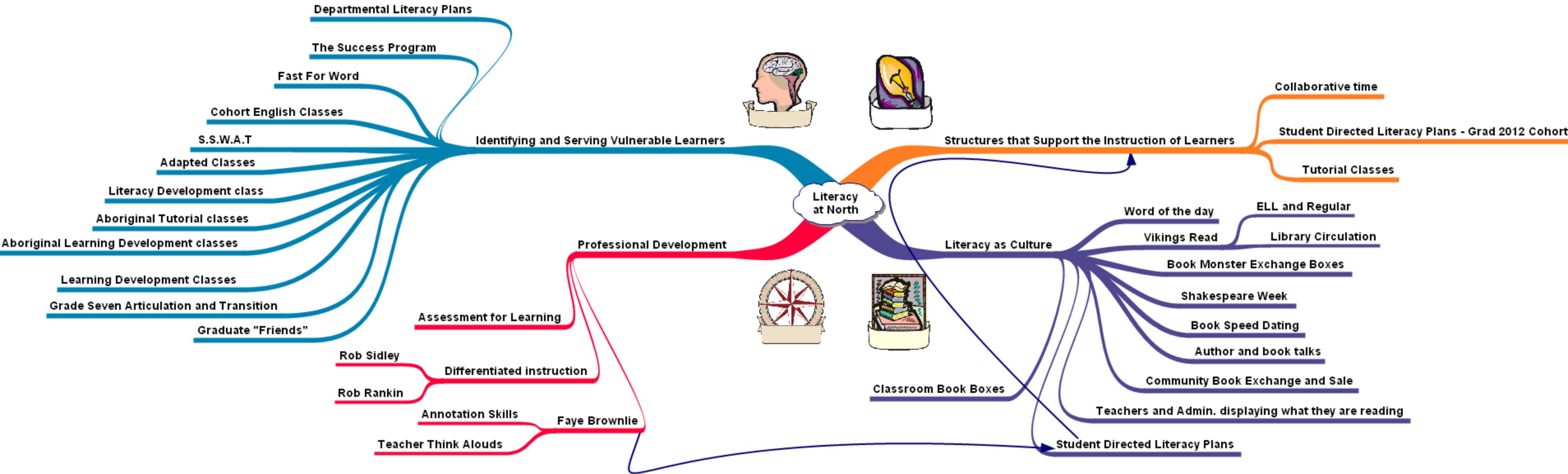


Appendix A

Student Literacy Plan results

Literacy at Burnaby North 2008-2009



Self Directed Literacy Plan

- Objective:** You will be setting your own Literacy Goals for the year. If you are aware of what you need to work on for Reading and Writing, you will be able to actively support your learning. Based on last year's results, this survey and your goal setting will focus on **annotation** skills.
- Annotation skills:** Making meaning by underlining, writing and drawing while reading
- Instructions:** Circle A, B, C or D as it applies to you, then fill in the same response on the bubble sheet. Throughout the school year you will be revisiting this plan to refocus your goals.

1	Please indicate your gender	A) Female	B) Male		
	Annotation skills: Making meaning by underlining, writing and drawing	I always use this strategy (A)	I sometimes use this strategy (B)	I know this strategy but don't use it (C)	I don't know this strategy (D)
2	Vocabulary I write synonyms (<i>other words that mean the same thing</i>) to difficult words or look them up in the dictionary to help me understand what I am reading	A	B	C	D
3	Questioning I write my questions while I read	A	B	C	D
4	Connecting I write my connections (<i>similarities</i>) between what I read with my own life, the world around me, and other texts I have read while I am reading	A	B	C	D
5	Main Idea I underline, mark, or highlight the main idea of a text	A	B	C	D
6	Pictures/Visualizing I draw pictures or images to interpret (<i>make sense of</i>) procedures and text as I read	A	B	C	D
7	Predicting I write my predictions about the outcome or conclusion while I am reading	A	B	C	D
8	Summarizing & Paraphrasing I can summarize (<i>re-tell</i>) in my own words what I have read to make sure I understand the main plot (<i>the sequence of events in a story</i>) or information. (For example, one sentence summaries or 15 word summaries)	A	B	C	D
9	Imagery I write what I hear, smell, taste and/or touch while I am reading	A	B	C	D
10	Inferring I write my conclusions based on clues from a text or image	A	B	C	D
11	Problem Solving Skills I can represent word problems using symbols, pictures, or equations	A	B	C	D
12	Opinion Forming I write my opinions (<i>what I think</i>) on what I am reading	A	B	C	D
13	Using Charts and Graphs I draw charts and graphs to show quantity or qualities as I read	A	B	C	D

Turn over...

		I always use this strategy (A)	I sometimes use this strategy (B)	I know this strategy but don't use it (C)	I don't know this strategy (D)
14	Labeling I label pictures or diagrams to help with vocabulary	A	B	C	D
15	Oral Reading I write the pronunciation (<i>how to say a word</i>) when I read words that I have difficulty in saying	A	B	C	D
16	Listening I write notes while the teacher is speaking without being asked to do so	A	B	C	D
17	Understanding Instructions or Process I write additional notes, (highlight, underline, circle, draw etc.) onto instructions as I read	A	B	C	D

Directions:

- Now that you have finished the survey, you need to set some Literacy Goals for this year. Look over what you have circled to see what you can learn from this information. Focus on the skills that you need to improve or learn.

1. Your Literacy Goal

What areas do you need to work on the most? Choose three skills from the survey. Make a list of them on the lines provided.

Example:

- A. I will write down synonyms for difficult words as I read.
- B. I will draw pictures to show my understanding while reading.
- C. I will label diagrams to help me understand.

Your turn:

- A. _____
- B. _____
- C. _____

2. Personal Plan: What will you do to achieve your goal?

Choose specific actions to help you achieve your goals this school year. Write the specific and detailed steps in your plan.

Example:

- A. I will use stick it notes in my social studies text book to write one sentence summaries for each section.
- B. I will use drawings to outline the layout process for my technology projects.
- C. I will write my questions for the teacher, or to ask a tutor in the Success Program as I take math notes.

Your turn:

- A. _____
- B. _____
- C. _____

Over to the next page...

3. Additional Support:

Who will help you achieve your goal? e.g. parents, teachers, mentors? Be specific.

Example:

A. My lab partner will remind me to read with a pencil in my hand so I can make notes.

B. I will let my teachers know that I need support with using drawings to show that I understand.

C. I will ask my Success tutor to request my in class questions from math class when she is helping me.

Your turn:

A. _____

B. _____

C. _____



You are done. Please show your answers to a mentor and then hand in your survey and bubble sheet.

Last Name: _____

Grade: _____

First Name: _____

Tutorial Room #: _____

**Self Directed Literacy Plan Follow- Up
#1**

1.1 Checking In:

Look back at your personal literacy goals.

Your turn: Check (✓) the most appropriate box.

I totally forgot about my personal literacy goals, thanks for the reminder!	I practice my skills once in a while when I remember. I should review my goals again.	I sometimes use my skills and I am progressing towards my goals for the year.	I think I have gotten pretty good at the three skills that I chose and I'm looking for ways to use them as much as possible.
---	---	---	--

1.2 Where do you see people using annotation skills (*Making meaning by underlining, writing and drawing*)?

Think about in what classes, clubs, teams do you see annotation skills being used by teachers, parents, students, coaches, or support staff? See the survey for the list of skills.

Write the skill and how you saw it being used.

Example:

A. adding to directions My father made notes on a recipe to convert ounces to grams while cooking

Your turn:

Skill	Use
A.	
B.	
C.	

1.3 Moving Forward:

Look back at your personal literacy goals. Write one action that you have been doing to meet each of those goals.

Example:

A. I have been writing my own words onto my science class notes handouts to personalize them.

B. When I am blocking a scene in drama I draw images to remind me of my movement.

C. I carry stick it notes with me to every class so that I can leave annotations in all of my text books.

Your turn:

A. _____

B. _____

C. _____

1.4 Adjusting:

What new action will you take to make these skills stronger? Or, how will you extend your skills, or use the skills in a new subject area or for a new purpose?

Example:

- A. When I am reading directions for tests and quizzes I will underline key words like when I take notes.
- B. I am going to use the questions that I write as I read as a study tool to study for quizzes.
- C. I am going to take notes when the rugby coach is explaining plays on the board.

Your turn:

A. _____

B. _____

C. _____

1.5 Planning Ahead:

What new annotation skills would you like to develop? Look at your survey and find skill for which you circled C or D.

Your turn:

Write possibilities for future goals.

A. _____

B. _____

C. _____



You are done. Please show your answers to a mentor and then hand in your booklet.

Last Name: _____

Grade: _____

First Name: _____

Tutorial Room #: _____

**Self Directed Literacy Plan Follow- Up
#2**

2.1 Checking In:

Look back at your personal literacy goals.

Your turn: Check (✓) the most appropriate box.

I totally forgot about my personal literacy goals, thanks for the reminder!	I practice my skills once in a while when I remember. I should review my goals again.	I sometimes use my skills and I am progressing towards my goals for the year.	I think I have gotten pretty good at the three skills that I chose and I'm looking for ways to use them as much as possible
---	---	---	---

2.2 Where do you see people using annotation skills (*Making meaning by underlining, writing and drawing*)?

In what classes, clubs, or teams do you see these annotation skills being used by teachers, parents, students, coaches, or support staff? Write the skill and how you saw it being used.

Example:

A. adding to directions My father made notes on a recipe to convert ounces to grams while cooking

Your turn:

Skill	Use
A.	
B.	
C.	

2.3 Moving Forward:

Look back at your personal literacy goals. Write one action that you have been doing to meet each of those goals.

Example:

A. I have been writing my own words onto my science class notes handouts to personalize them.

B. When I am blocking a scene in drama I draw images to remind me of my movement.

C. I carry stick it notes with me to every class so that I can leave annotations in all of my text books.

Your turn:

A. _____

B. _____

C. _____

Turn over...

2.4 Adjusting:

What new action will you take to make these skills stronger? Or, how will you extend your skills, or use the skills in a new subject area or for a new purpose?

Example:

- A. When I am reading directions for tests and quizzes I will underline key words like when I take notes.
- B. I am going to use the questions that I write as I read as a study tool to study for quizzes.
- C. I am going to take notes when the rugby coach is explaining plays on the board.

Your turn:

A. _____

B. _____

C. _____

2.5 Planning Ahead:

What new annotation skills would you like to develop? Look at your survey and find skill for which you circled C or D.

Your turn:

Write possibilities for future goals.

A. _____

B. _____

C. _____



You are done. Please show your answers to a mentor and then hand in your booklet.

Last Name: _____

Grade: _____

First Name: _____

Tutorial Room #: _____

**Self Directed Literacy Plan Follow- Up
#3**

- Objective:** You will be reviewing your Literacy Goals for the year. If you are aware of your areas of strength and areas of challenge you will be able to actively support your learning. Based on last year's results, this survey focused on **annotation** skills.
- Annotations:** Making meaning by underlining, writing and drawing
- Instructions:**
 - 1. On your bubble sheet for number one, please state your gender: A) Female B) Male**
 - Go to the survey at the front of this booklet. This time, use check (✓) marks to show your answers in the survey.**
 - 2. Fill out the bubble sheet.**
 - 3. Notice your improvements and which skills show no change.**
 - 4. Next, answer the questions below.**

3.1 Have you reached your goal?

Have you improved on the skills you wanted to work on throughout the school year?

Yes _____ No _____

How do you know you have or have not? Provide evidence.

Example:

I have improved my use of drawings to understand. I make cartoons and comic strips to help explain chemical reactions in Science class.

You're Turn:

3.2 Have your needs changed? How?

What new Literacy skills do you find challenging? Write them down.

Example:

A. Making connections while I read to other texts.

B. Inferring based on clues in the text.

C. Taking notes while the teacher is talking.

You're Turn:

A. _____

B. _____

C. _____

Turn Over...

3.3 Planning Ahead: A New Focus

Write a new Literacy goal that you will be focusing on for the rest of the year.

Example:

I am going to focus on making inferences and recording them while I read and then I will look to find proof to support my judgment.

Your Turn:

3.4 Did you receive the help and support for which you were looking in order to reach your goal?

How could you be better supported in reaching your goals?

Example:

I would like to be reminded to annotate in my classes.

Your Turn:

3.5 Skill Inventory

What skills have you used in most of your classes?

Your turn: Name them below. Hint: See the list of strategies from your survey.

A. _____

B. _____

C. _____

3.6 Judgment

Your turn: What are the benefits of using annotation skills in your opinion?

Over to the next page...

3.7 Feedback

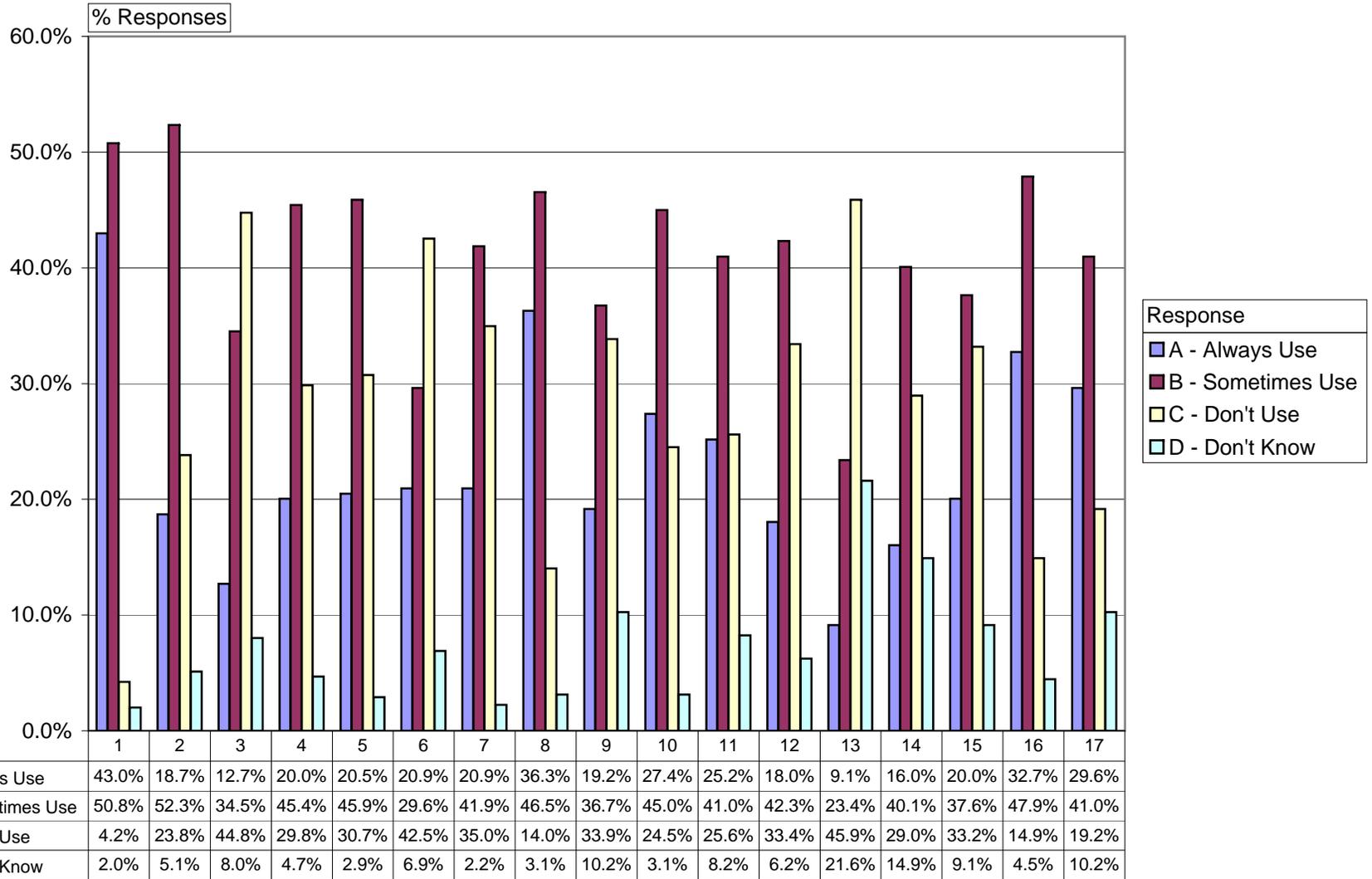
Your Turn: What did you think about this goal setting process? How could it be made more useful? What are your recommendations?



You are done. Please show your answers to a mentor and then hand in your booklet.

SDLP Data October 2008

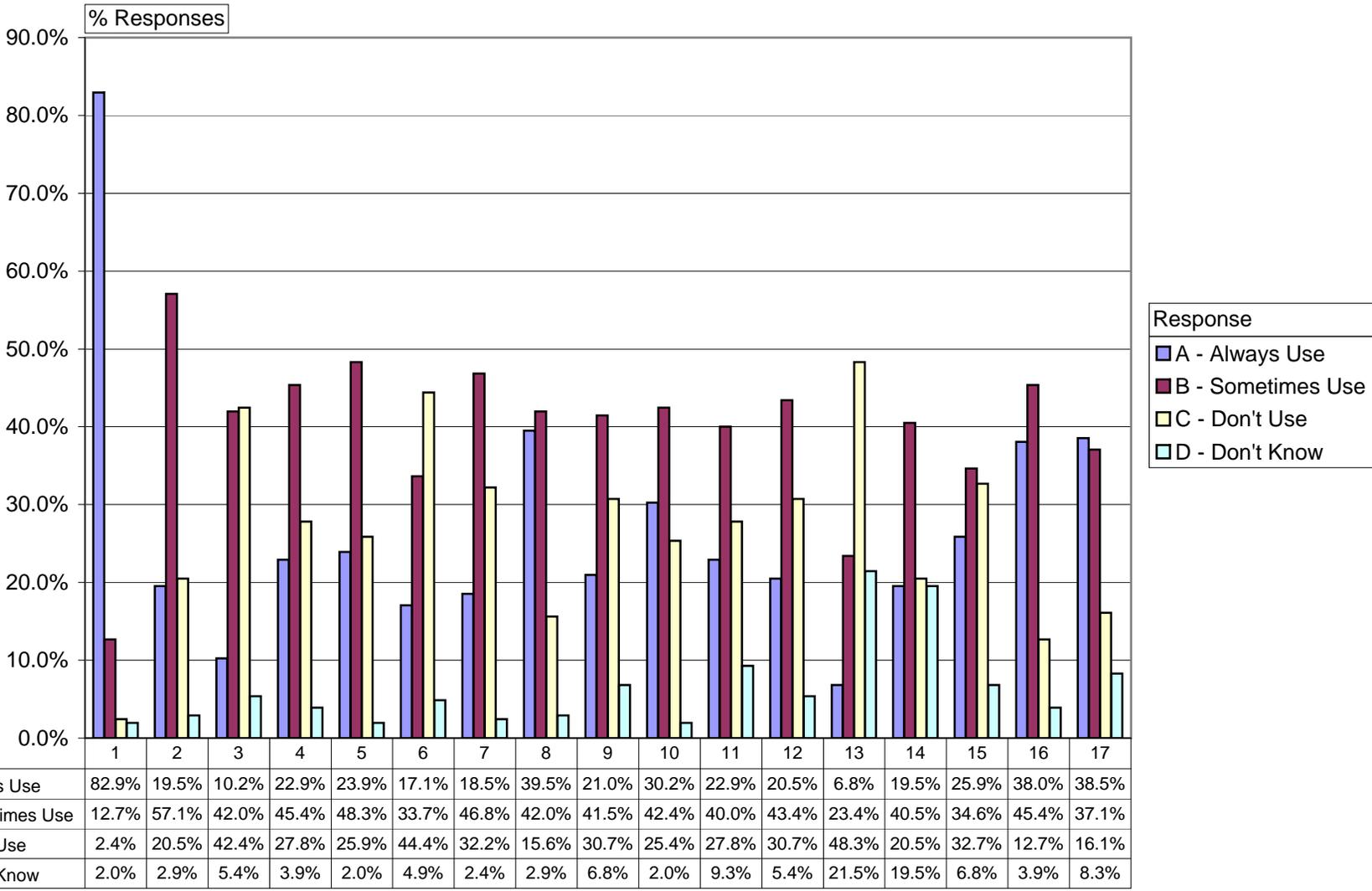
Gender (All)



Question

SDLP Data October 2008

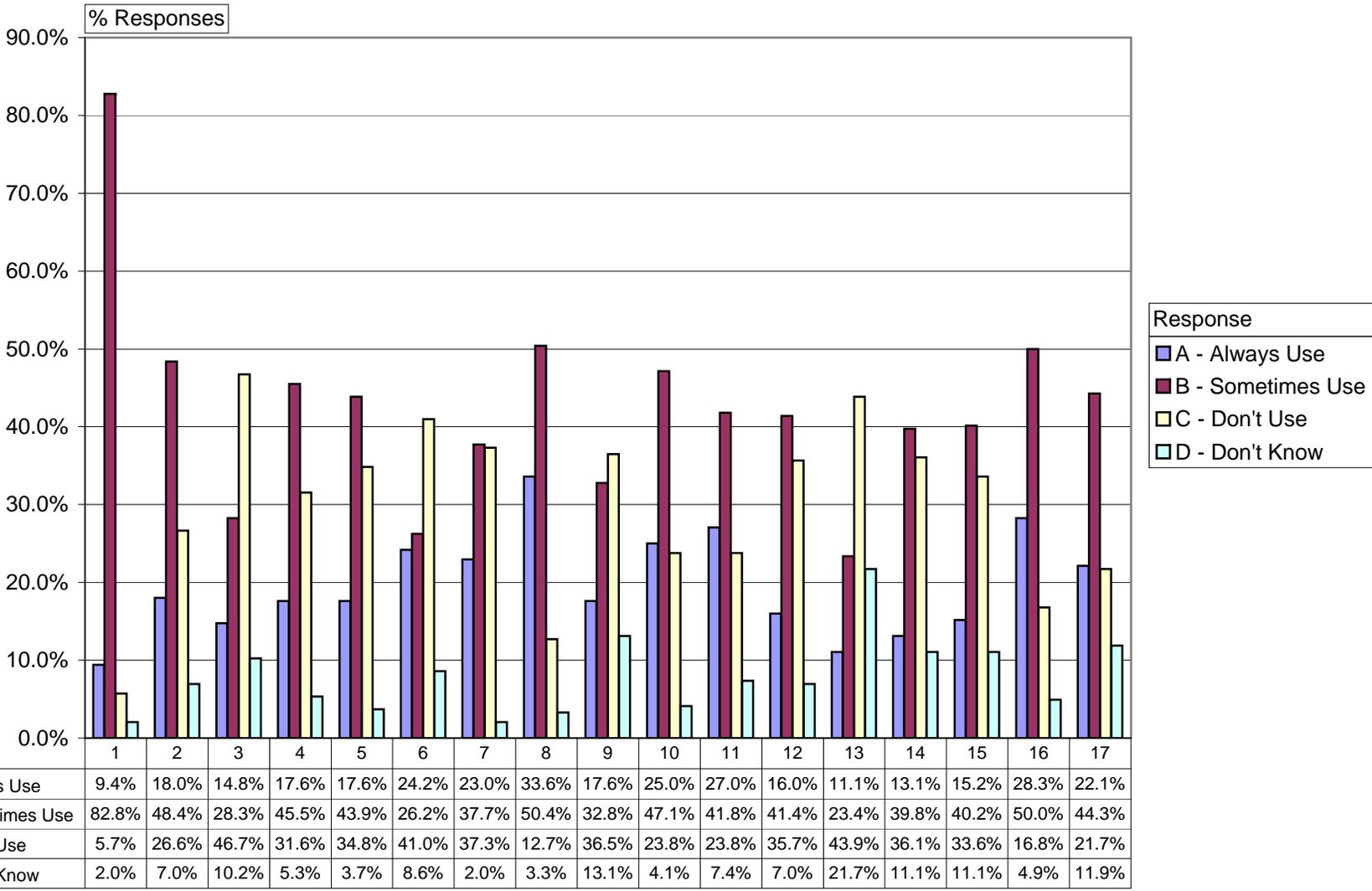
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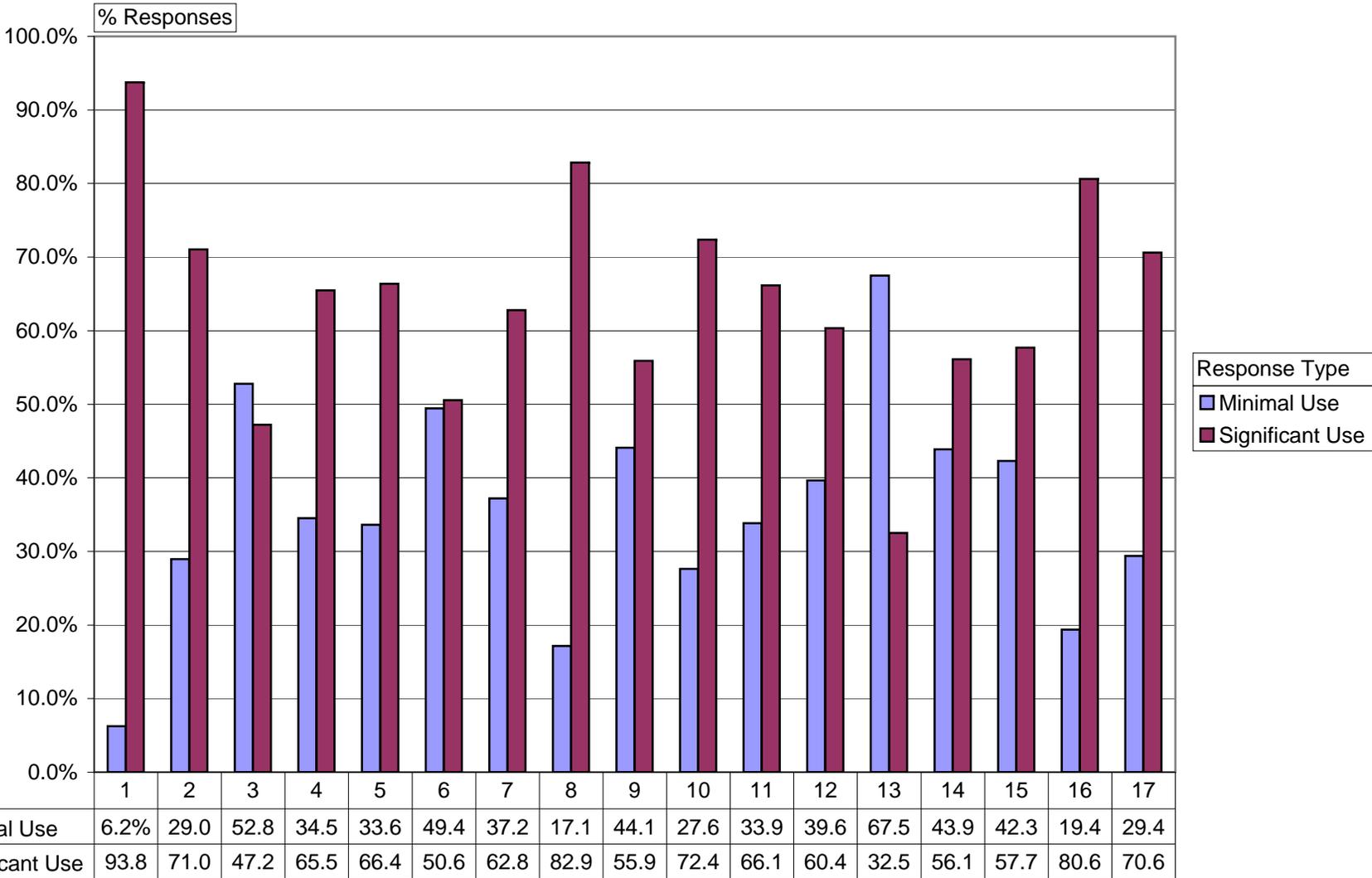
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Question

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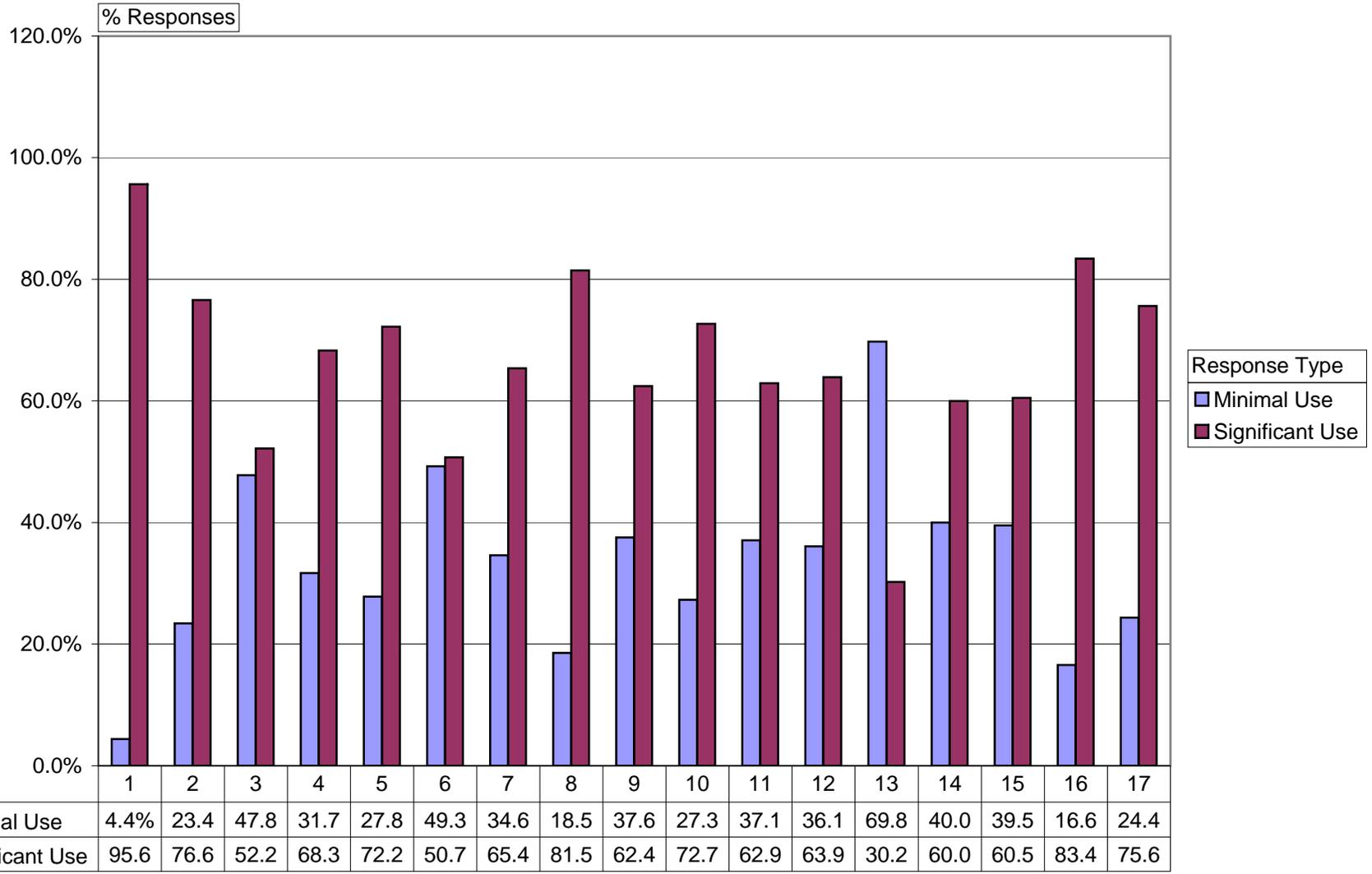
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Question

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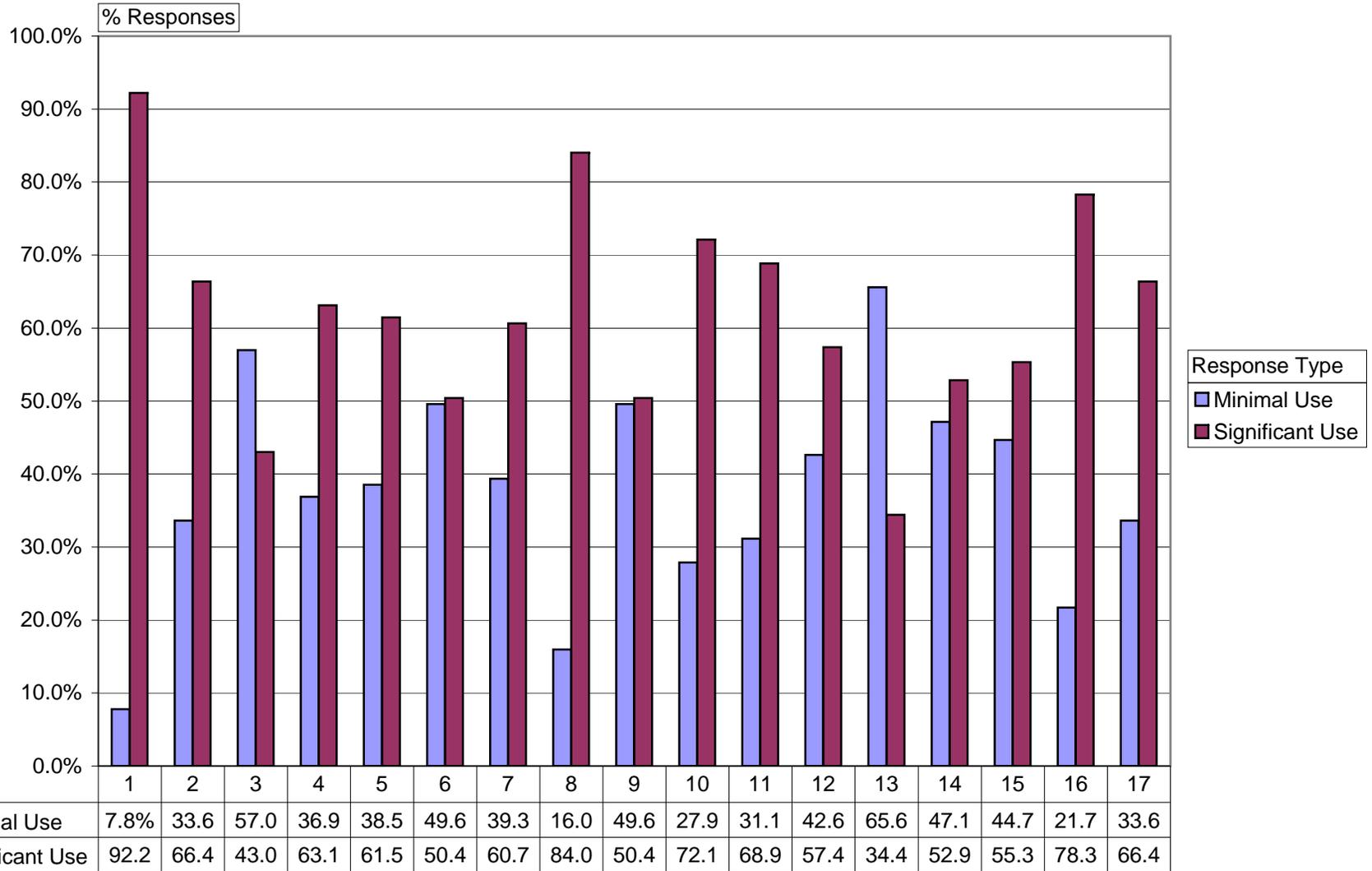
Gender F



Question

SDLP Data October 2008

Gender M



Question