

LOCALLY DEVELOPED COURSE OUTLINE

Reading (2020)15-3

Reading (2020)15-5

Reading (2020)25-3

Reading (2020)25-5

Submitted By:

The Chinook's Edge School Division

Submitted On:

Feb. 18, 2021

Course Basic Information

| <u>Outline Number</u> | <u>Hours</u> | <u>Start Date</u> | <u>End Date</u> | <u>Development Type</u> | <u>Proposal Type</u> | <u>Grades</u> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 15-3 | 62.50 | 09/01/2021 | 08/31/2024 | Acquired | Authorization | G10 |
| 15-5 | 125.00 | 09/01/2021 | 08/31/2024 | Acquired | Authorization | G10 |
| 25-3 | 62.50 | 09/01/2021 | 08/31/2024 | Acquired | Authorization | G10 |
| 25-5 | 125.00 | 09/01/2021 | 08/31/2024 | Acquired | Authorization | G10 |

Course Description

In Reading 15-25 students will engage in diverse reading experiences. As they progress through the outcomes, texts may become increasingly complex allowing students to demonstrate a deeper level of understanding. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

In Reading 15, students will engage with a variety of texts and identify and apply reading strategies appropriate for a purpose and context. In Reading 25, students will engage with a variety of texts and apply, adjust and refine reading strategies appropriate for a purpose and context.

Course Prerequisites

15: prerequisite | none

25: prerequisite | 15 Reading

Sequence Introduction (formerly: Philosophy)

Reading 15-25 reflect the needs and nature of today's learners to acquire and refine the literacy skills necessary to construct and communicate meaning of diverse texts in order to achieve "success and fulfilment as engaged thinkers and ethical citizens with an entrepreneurial spirit."

Many of the texts students encounter in school, post-secondary education, in the workplace and in their leisure time will combine a variety of textual elements inclusive of print, digital, visual, and oral. Students will need to understand how these elements work together to construct meaning.

At their heart, these courses demonstrate that senior high school students who require extra support to develop strong reading skills must be provided with deliberately taught and self-selected strategies to assist them in constructing meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

Student Need (formerly: Rationale)

This locally developed course is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Students will participate in literacy learning intended to build background knowledge, decoding skills, personal reading strategies, comprehension and reader identity. Students who possess a wide variety of self-regulation strategies will move towards increasing independence in improving literacy skills. Students will develop confidence and provide motivation to succeed in active reading in school and daily life.

Working within the students' zone of proximal development teachers will select instructional approaches and materials that will provide scaffolding such as building background knowledge, reading aloud, modeling, and guided reading. These approaches will support students in developing a wider range of strategies that they can draw upon and use independently before, during and after reading to make sense of and enjoy texts. Diagnostic classroom activities at the start of the program can provide teacher with information in order to tailor program needs of individual students.

The texts encountered in Reading 15-25 progress from straightforward, to complex, to more sophisticated. Texts may include, but are not limited to, oral, print, visual, digital, and multimedia resources; they may encompass cultural artifacts, encounters with the land, and everyday communications (ELA DRAFT Curriculum Introduction, October 2018). The texts students study can also include texts they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Reading 15-25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

Scope and Sequence (formerly: Learner Outcomes)

This course provides students with opportunities to deepen their reading comprehension skills. They will explore diverse texts, their reader identity, and develop a wider range of reading strategies that they can access to improve their ability to make sense of texts and build joyful reading practices.

In keeping with the Alberta Education learner competencies, the intent of this course is to provide additional opportunities for students to explore their identity through diverse texts, to demonstrate democracy and citizenship and contribute to the common good

In keeping with the values defined within Alberta Education’s Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become “Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit; employ literacy and numeracy to construct and communicate meaning.”

The guiding questions span all course levels. Where a learner outcome spans all levels, students are expected to show an increased sophistication and refinement of skills and in demonstrating the outcome. This course is built upon the following guiding questions.

Guiding Questions (formerly: General Outcomes)

- 1 How can students read and understand themselves as a reader in both functional and leisure contexts?**
- 2 How can personal reading strategies assist in activating background knowledge and anticipating meaning of texts?**
- 3 How can reading strategies assist in decoding in text?**
- 4 How can personal reading strategies assist in building the meaning of texts?**
- 5 How can personal reading strategies assist in reflecting on the interpretations and meaning of texts?**
- 6 How can students respond to texts through writing, representing, or speaking to make meaning?**

Learning Outcomes (formerly: Specific Outcomes)

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| 1 How can students read and understand themselves as a reader in both functional and leisure contexts? | 15-3 15-5 25-3 25-5 |
| 1.1 Identify individual strengths and needs in the reading process | X X X X |
| 1.2 Select texts to meet personal needs, broaden knowledge across disciplines and real-world applications | X X X X |
| 1.3 Explore texts that are related to personal interests and that provide joy and personal satisfaction | X X X X |
| 2 How can personal reading strategies assist in activating background knowledge and anticipating meaning of texts? | 15-3 15-5 25-3 25-5 |
| 2.1 Establish, decide, and determine level of attention and purpose for reading in a variety of diverse contexts | X X X X |
| 2.2 Identify that reading takes place in different contexts and for different purposes | X |
| 2.3 Choose texts specific for different contexts and purposes | X |
| 2.4 Compare and explain the ways that reading takes place in different contexts and for different purposes | X |
| 2.5 Evaluate a variety of texts and their appropriateness for reading that takes place in different contexts and for different purposes | X |
| 2.6 Make predictions to provide a focus prior to reading | X X |
| 2.7 Make predictions and ask critical questions to provide a focus prior to reading | X X |
| 2.8 Identify features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions | X X |

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| 2.9 Explain features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions | X X |
| 2.10 Identify and explain a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text | X X |
| 2.11 Distinguish a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text | X X |
| 2.12 Use skimming and scanning to preview texts | X X X X |

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| 3 How can reading strategies assist in decoding in text? | 15-3 15-5 25-3 25-5 |
| 3.1 Apply knowledge of word parts that would include syllabication, prefixes, suffixes, root words, compound words, and complex word families to predict and explain how these parts can alter the meaning of words. | X X |
| 3.2 Integrate knowledge of high frequency sight vocabulary to understand texts. | X X |

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| 4 How can personal reading strategies assist in building the meaning of texts? | 15-3 15-5 25-3 25-5 |
| 4.1 Identify, select and employ appropriate reading comprehension strategies to build meaning as proposed in 2.2 and onward | X X X X |
| 4.2 Share personal connections to texts and evolving understandings in a variety of ways/contexts | X X X X |
| 4.3 Continually make predictions while reading | X |
| 4.4 Confirm predictions while reading | X |
| 4.5 Adjust predictions while reading | X |
| 4.6 Ask relevant questions while reading | X |
| 4.7 Reread for understanding | X |
| 4.8 Reread to adjust meaning | X |
| 4.9 Reread to challenge interpretations of familiar texts | X |

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| 4.10 Reread to challenge interpretations of texts across contexts | X |
| 4.11 Examine and apply understanding of text features to construct meaning independently while reading | X X X X |
| 4.12 Document evolving understandings while reading that would include annotations, and concept mapping | X X |
| 4.13 Create personally meaningful and effective frameworks for documenting evolving understandings while reading | X X |
| 4.14 Consider the effect on understanding of transitions or words that signal a sequence, comparison contrast, or additional information, problem and solution, cause and effect | X X X X |
| 4.15 Explore the effectiveness and purpose of various kinds of text structures and ways to develop ideas that construct meaning | X X X X |
| 4.16 Adjust purpose, intensity and rate of reading as necessary in a variety of diverse contexts | X X X X |
| 4.17 Identify and explain how disciplinary specific vocabulary enhances and/or impedes meaning | X X X X |
| 4.18 Identify and explain the effect on meaning of deliberately chosen grammatical and mechanical techniques | X X X X |
| 4.19 Identify and explain the effect of deliberately chosen literary devices on meaning | X X X X |
| 4.20 Use context to determine denotations and connotations of words | X X |

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| 5 How can personal reading strategies assist in reflecting on the interpretations and meaning of texts? | 15-3 15-5 25-3 25-5 |
| 5.1 Describe and explain how personal connections made with characters, ideas and/or information in a text influence understanding | X X |
| 5.2 Analyze and assess how personal connections made with characters, ideas and/or information in a text influence understanding | X X |
| 5.3 Reflect on the accuracy of predictions and the need to modify them when encountering new information | X X X X |
| 5.4 Distinguish between main ideas and supporting details | X X X X |

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| 5.5 Paraphrase and summarize ideas and/or information | X X |
| 5.6 Integrate and synthesize ideas and/or information (text-to-text) | X X |
| 5.7 Draw appropriate inferences when encountering diverse texts | X X X X |

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| 6 How can students respond to texts through writing, representing, or speaking to make meaning? | 15-3 15-5 25-3 25-5 |
| 6.1 Communicate the meaning of a text independently and as a member of a group | X X X X |
| 6.2 Explain how and why one disagrees with some of the ideas encountered in texts and articulate differences in opinion | X X |
| 6.3 Apply critical reading strategies to identify bias and adjust interpretations of text | X X |
| 6.4 Create texts through writing, representing or speaking in response to familiar texts | X X X X |
| 6.5 Identify the different voices and styles text creators use and experiment with these voices and styles in own multi-modal texts | X X X X |
| 6.6 Use vocabulary and disciplinary specific phrases from a text in discussion, written reflection or representation | X X X X |

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Identified Overlap/Similarity

Reading 15-25 extend and expand upon many of the outcomes in the K-9 ELA Program of Studies.

Reasoning as to Why LDC Is Necessary

This course extends and builds on foundational reading skills of decoding, high frequency sight vocabulary, morphology, reading motivation, reader identity, and real-world application.

Student Assessment

No Identified student assessments.

Course Approval Implementation and Evaluation

