HIGH PRAIRIE SCHOOL DIVISION
LITERACY FRAMEWORK

Mission
To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

Vision
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

Revised: January 9, 2025

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FORWARD

We live in an increasingly digital text mediated, information rich and fast changing world. Our students require proficiency in reading and writing to assist them throughout life. Digital skills, media literacy, education for sustainable development and global citizenship, as well as job-specific skills are essential in curriculum and academia alike.

This framework guides, communicates, and builds a common understanding on how foundational literacy skills develop over the course of a learner's life. It provides clear, concise expectations, a shared vision, which is supported through effective teaching and learning, assessments, and sequential programming.

Today's students are tomorrow's leaders, teachers, and Elders. We aspire to build resilient and creative thinkers. We are preparing our students to be creative problem solvers and lifelong learners to be adaptive to this ever-changing world.

Recognizing our current levels of achievement and diverse students' goals, we strive to help our students achieve their potential. This includes understanding where students are coming from and where they need to go in each subject area by the end of the year, grade to grade, school to school, and transitioning into the community as productive citizens. Our students' success depends upon everyone's involvement and engagement in learning, and in connecting student strengths and concepts with intentional information in all components of literacy.

Finally, we would like to thank Calgary Board of Education and Fort Vermilion School Division.

Special thanks are given to the Literacy Committee who provided the guidance and input to make this project happen. The team of dedicated educators who developed this document include:

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MINISTERIAL ORDER ON STUDENT LEARNING

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. Students will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work. They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope.

VISION FOR STUDENT LEARNING

Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

FOUNDATIONS FOR LEARNING

Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.

OUTCOMES FOR LEARNING

Knowledge development

Students will demonstrate mastery in foundational, subject-specific content, and a familiarity with and appreciation of the great works and ideas of world history, with an emphasis on the cultures and institutions that have shaped the history of Canada. The development of literacy and numeracy will be reinforced, enriched, and supplemented by the study of Alberta, Canadian, and world history, geography, mathematics, science, technology, philosophy, literature, languages, mental and physical wellness, and the arts, which shall be taught with specific factual content, quality original texts and sources where applicable, and measurable outcomes. Students will demonstrate competence in managing personal finance and applying their critical thinking to engaging with various media.

Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.

Character development

Students develop honesty, integrity, and self-reliance through the application of their knowledge and skills. They recognize truth, beauty, and goodness through exposure to the best and most enduring art and writing across different time periods and places. They will demonstrate resilience and good judgement in a rapidly-changing world, building positive relationships and taking responsibility for their personal health and well-being. Students will demonstrate a commitment to the common good by exercising compassion, empathy, and support for each other in our diverse society.

Community engagement

Students will demonstrate an understanding of the needs, beliefs, and expectations of diverse communities, and identify connections that transcend difference. They will recognize the impact of their actions and demonstrate an understanding of our rights and freedoms, which are secured by Canadian law and reflect our shared history and traditions, as well as the social and organizational skills required for civic participation. Students will demonstrate an understanding of economic development and entrepreneurship, and will recognize the responsibility we share for environmental stewardship and sustainability.

Students will demonstrate respect for others and an understanding of our political institutions as they prepare to participate knowledgably and responsibly in our parliamentary democracy and our constitutional Monarchy. They will understand Canadian and world history, our debt to previous generations, and our obligations to future generations. All students will see themselves, their families, and their communities in the curriculum, with space in the curriculum for the study of local traditions, history, and geography, including Alberta's Francophone history. Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.

CONCLUSION

Parents deserve the best from those who help them educate their children. Students will be coached to develop intellectual ability and practical skills by caring and knowledgeable teachers. They will inherit a rich, interconnected knowledge base and be practiced in free, lively, and respectful dialogue with varied viewpoints.

https://www.alberta.ca/ministerial-order-on-student-learning

LITERACY PROGRESSIONS

Purpose of Literacy Progressions
The Literacy Progressions are a resource that teachers can use to support students in meeting the learning outcomes in the Alberta Education Programs of Study.

The progressions are a tool to be used to support literacy development in meaningful ways as students engage in all subject content areas. When literacy is explicitly taught in each subject:

- a meaningful context is created where students learn and apply literacy skills; and
- students' ability to understand subject content is enhanced.

They are not intended to be an add-on or a separate program of studies. They should not be used to teach or to formally evaluate and report literacy separately from subject learning outcomes.

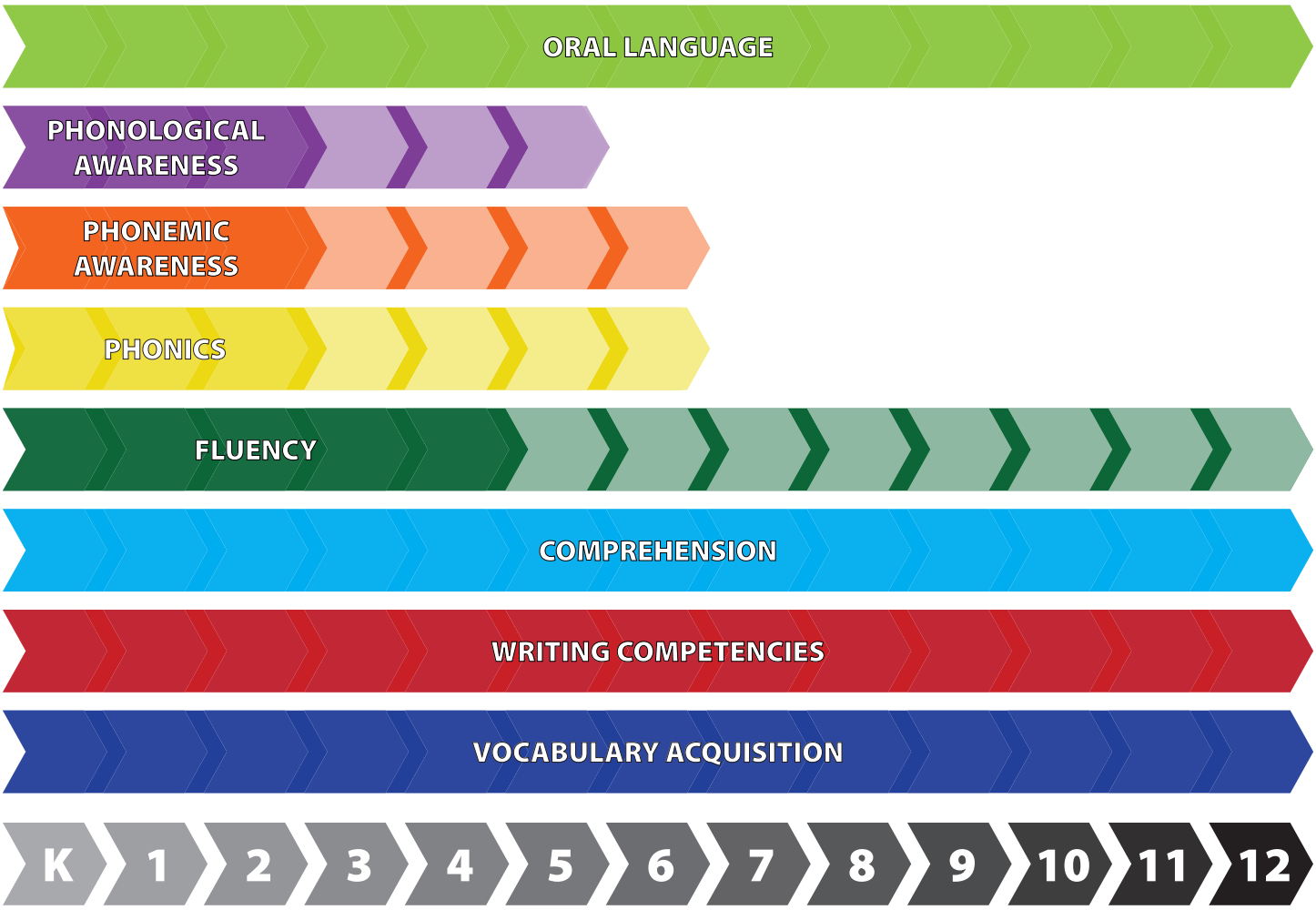
Importance of Literacy
Strong literacy skills are essential in today's society. Alberta Education recognizes the importance of these skills in the Ministerial Order on Student Learning, which states that all students "will employ literacy and numeracy to construct and communicate meaning."

Definition of Literacy
Alberta Education defines literacy as follows:

"Literacy is the ability, confidence, and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living. Language is a socially and culturally constructed system of communication."

https://education.alberta.ca/media/3402194/lit-progressions.pdf

INSTRUCTIONAL EMPHASIS



PHONOLOGICAL AWARENESS ability encompasses recognizing and manipulating word sounds. It's an oral skill set that includes understanding syllabic structures, onset-rime, as well as phonemic awareness, it forms a foundation for reading development.

PHONEMIC AWARENESS is the skill of handling individual sounds in spoken words. It's a focused aspect of phonological awareness, involving the identification, segmentation, blending, and manipulation of sounds in words. Crucial for reading readiness and is distinct from phonics.

ORAL LANGUAGE encompasses phonological awareness, syntax, morphology, pragmatics, and semantics. It includes understanding and using receptive and expressive language, linked to background knowledge, and is foundational to print-based text interaction.

PHONICS links individual sounds (phonemes) with their corresponding letters (graphemes). This instruction is key in teaching students how sounds correspond to written language, aiding in reading proficiency.

LITERACY FRAMEWORK

VOCABULARY ACQUISITION is the ongoing process of learning new words and their meanings. Vital for language development and comprehension, it significantly influences a student's understanding and processing of information across different subjects.

FLUENCY combines reading text aloud with accuracy, speed, and expression. It includes automatic word recognition and expressive oral reading, acting as a bridge between decoding and comprehension. Fluency is vital for proficient reading and is best developed through oral reading practices.

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WRITING COMPETENCIES are the integrated attitudes, skills, and knowledge essential for effective writing. They contribute to a student's success in learning, living, and working, encompassing various aspects of writing proficiency.

COMPREHENSION is engaging with written language to derive and construct meaning. It involves a dynamic interaction with text, essential for understanding and learning from written materials.

ORAL LANGUAGE

DESCRIPTION

Oral language encompasses phonological awareness, syntax, morphological awareness, pragmatics, and semantics *(Moats, 2020)*. These skills begin developing prior to students engaging with print-based text. It also includes comprehension and is connected to student experiences, culture, and identity.

- Morphology: Understanding of word parts and meanings. (suffixes, prefixes).
- Semantics: Meaning of words/phrases.
- Syntax: Rules that dictate the way words and phrases are combined in paragraphs and sentences.
- Pragmatics: The use of language in social situations.

MAIN FOCUS

Oral language skills are involved in virtually every aspect of a learner's school day. From socializing with peers at drop-off, to understanding instructions from educators and participating in classroom activities, oral language skills are at the centre of every interaction and profoundly impact success in school *(Foorman et al., 2015; Ladd et al., 2012; Rubin et al., 2012, as cited by Bardell & Archibal, 2020)*.

Discussions, questioning, meaningful dialogue, and read-alouds are all examples of students displaying effective oral language.

GRADES K-3: FOUNDATIONS OF ORAL LANGUAGE

Vocabulary Development

- Introducing new words in context.
- Activities: Storytelling, show-and-tell, homonym games: antonym/synonym affix, daily conversations.

Listening Skills

- Understanding and following directions, active listening during storytime.
- Activities: Listening games, simple instructions, read-aloud sessions.

Speaking Skills

- Encouraging clear articulation, complete sentences, and non-verbal cues.
- Activities: Circle time discussions, describing pictures or events, retelling stories.

Basic Conversational Skills

- Taking turns speaking, staying on topic.
- Activities: Role-playing games, sharing circles, oral traditions.

GRADES 4-6: ENHANCING ORAL LANGUAGE PROFICIENCY

Advanced Vocabulary and Language Structures

- Using more complex vocabulary and sentence structures.
- Activities: Vocabulary challenges, storytelling with specific language features.

Effective Listening and Comprehension

- Developing critical listening skills and understanding nuanced language.
- Activities: Group discussions, listening and summarizing speeches/presentations, and learning oral protocols.

Expressive Speaking

- Enhancing clarity, tone, and expressiveness in speech.
- Activities: Oral presentations for audiences, drama/poetry recitations.

Engagement in Discussions

- Participating effectively in group discussions.
- Activities: Debates, discussion circles on various topics.

GRADES 7-9: REFINING AND APPLYING ORAL LANGUAGE SKILLS

Analytical Listening
- Developing skills for analyzing and evaluating spoken information.
- Activities: Analyzing speeches, critical discussions of audio materials.

Advanced Speaking Techniques
- Using persuasive and descriptive language effectively.
- Activities: Persuasive speeches, storytelling (emphasizing descriptive language).

Group Communication Dynamics
- Understanding and applying group communication norms and roles.
- Activities: Group projects, role-playing different communication scenarios.

Public Speaking Skills
- Developing confidence and skills in public speaking.
- Activities: Formal presentations, participation in public speaking forums or clubs.

GRADES 10-12: MASTERY AND APPLICATION IN DIVERSE CONTEXTS

Critical and Reflective Listening
- Evaluating complex arguments, understanding diverse perspectives.
- Activities: Evaluating media, podcasts, and guest speakers.

Sophisticated Speaking and Presentation Skills
- Articulating complex ideas clearly and persuasively.
- Activities: Research presentations, panel discussions.

Adapting Language for Different Purposes
- Using appropriate language for different audiences and contexts.
- Activities: Simulating professional interviews, creating content for different media formats.

Leadership in Communication
- Leading discussions, facilitating group communication.
- Activities: Leading class discussions, mentoring younger students.

CROSS-GRADE STRATEGIES

Continuous Practice and Feedback
- Regular opportunities for speaking and listening, with constructive feedback.

Diverse Speaking and Listening Opportunities
- Incorporating a range of contexts, from informal conversations to formal presentations.

Integration of Technology
- Using digital tools to enhance listening and speaking skills, including recording and playback for self-assessment.

Cultural and Linguistic Diversity
- Recognizing and valuing diverse forms of communication and language backgrounds.

Adapting these approaches to meet students' specific needs and abilities and encouraging continual development and confidence in their oral language abilities is essential.

SUPPORTING RESEARCH

- *https://www.readingrockets.org/reading-101/reading-and-writing-basics*
- *https://psychology.cas.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/pathway_to_reading.pdf*
- *https://libkey.io/libraries/1651/articles/406827090/full-text-file?utm_source=api_355*

PHONOLOGICAL AWARENESS

DESCRIPTION

Phonological awareness ability encompasses recognizing and manipulating word sounds. It is an oral skill set that includes understanding syllabic structures, onset-rime, as well as phonemic awareness, it forms a foundation for reading development.

MAIN FOCUS

Phonological awareness includes phonemic awareness as well as recognizing and manipulating larger chunks of spoken language, including:

- Syllables: A unit of pronunciation having one vowel sound with or without surrounding consonants forming whole or part of the word.
- Onsets: The initial consonants and blend or digraph. Rimes (the following vowel and final consonants) in the syllable.
- Rhyme: Correspondence of sound between words or the ending of words or the repetition of sounds between words in the final stressed syllable of each word.
- Alliteration: The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

GRADES K-3: FUNDAMENTAL SKILLS

Introduction to Phonological Awareness

- Understanding that spoken language can be broken into words, syllables, and sounds.
- Activities: Sound substitutions, addition word games, clapping syllables, and listening games.

Rhyme and Alliteration

- Recognizing and producing rhyming words and alliterative phrases.
- Activities: Rhyming stories, alliteration games, poetry reading.

Word Awareness

- Identifying individual words in spoken sentences.
- Activities: Counting words in sentences, print and oral word matching games.

Syllable Awareness and Blending

- Recognizing, counting, and blending syllables in words.
- Activities: Syllable segmentation games, creating compound words.

GRADES 4-6: EXPANDING AND APPLYING SKILLS

Advanced Syllable and Word Manipulation

- Segmenting and manipulating multisyllabic words.
- Activities: Breaking apart compound words, creating new words.

Phoneme Awareness Integration

- Incorporating phonemic awareness within the broader scope of phonological awareness.
- Activities: Sound-to-letter mapping, blending and segmenting at both syllable and phoneme levels.

Application in Reading and Writing

- Using phonological awareness skills to support reading fluency and writing.
- Activities: Reading aloud with emphasis on phrasing and fluency, writing exercises focusing on syllable patterns.

PHONOLOGICAL AWARENESS

GRADES 7-9: ADVANCED APPLICATION AND ANALYSIS

Phonological Awareness in Complex Texts
- Analyzing and using phonological patterns in higher-level texts.
- Activities: Analyzing poetic devices, studying word origins and structure in literature.

Integration with Other Literacy Components
- Using phonological awareness to enhance comprehension, vocabulary, and spelling.
- Activities: Vocabulary studies with a focus on phonemes, etymology, and word structure, spelling and decoding challenges.

Critical Listening and Speaking Skills
- Developing awareness of phonological patterns in spoken language and public speaking.
- Activities: Public speaking exercises, critical listening to speeches or performances.

CROSS-GRADE STRATEGIES

Continuous Practice and Feedback
- Regular opportunities for speaking and listening, with constructive feedback.

Diverse Speaking and Listening Opportunities
- Incorporating a range of contexts in which students manipulate sounds and words, from informal conversations to formal presentations.

Integration of Technology
- Using digital tools to enhance listening and speaking skills, including recording and playback for self-assessment.

Cultural and Linguistic Diversity
- Recognizing and valuing diverse forms of communication and language backgrounds.

SUPPORTING RESEARCH

- *https://www.readingrockets.org/topics/early-literacy-development/articles/why-phonological-awareness-important-reading-and#:~:text=Phonological%20awareness%20is%20critical%20for,poor%20reading%20and%20spelling%20development*

PHONEMIC AWARENESS

DESCRIPTION

Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Before children learn to read words, they need to become aware of how the sounds (phonemes) in words work. Phonemic awareness is a subcategory of phonological awareness and is not phonics.

MAIN FOCUS

The focus of phonemic awareness is identifying, segmenting, blending, and manipulating the individual sounds in words. It:

- Focuses on phonemes or sounds,
- Deals with spoken language, thus lessons are oral and auditory,
- Requires students to manipulate sounds in words through the following:
  - Isolation
  - Identification
  - Categorization
  - Blending
  - Segmentation
  - Deletion
  - Addition
  - Substitution

GRADES K-3: BUILDING FOUNDATIONS

Introduction to Phonemic Awareness

- Understanding sounds in spoken language.
- Activities: Rhyming games, initial sound matching (identification), categorization and patterns (which word does not belong), participating in nursery rhymes.

Phoneme Isolation

- Recognizing individual sounds in words.
- Activities: Sound identification in the beginning, middle, and end of words.

Phoneme Blending and Segmentation

- Blending: Combining individual sounds to make words.
- Segmentation: Breaking words into individual sounds.
- Activities: Sound blending games, segmenting words into phonemes.

Phoneme Manipulation

- Adding, deleting, and substituting sounds in words.
- Activities: Playing with sounds in words, word building with manipulatives.

GRADES 4-6: ENHANCING SKILLS

Advanced Phonemic Manipulation

- More complex sound manipulations.
- Activities: Manipulating multisyllabic words, using phoneme substitution to build new words, alliteration and rhyming challenges.

Application in Reading and Writing

- Applying phonemic awareness in decoding and encoding.
- Activities: Word sorting, matching sounds to graphemes in reading and writing tasks.

Phonemic Awareness in Vocabulary Development

- Understanding word origins, prefixes, suffixes, affixes, and bases.
- Activities: Cultural word study origins, morpheme matching games, structured word inquiry, predict or categorize words and phrases.

PHONEMIC AWARENESS

GRADES 7-9: REFINEMENT AND APPLICATION

Phonemic Awareness in Context

- Applying phonemic awareness in more complex reading, writing, and subject-specific vocabulary analysis.
- Activities: Analyzing the phonemic structure of challenging texts, creative writing exercises with rhyme and other literary devices explore relevant affixes and terms with a related bases.

Integrating Phonemic Awareness with Other Literacy Skills

- Phonemic awareness as a tool for enhancing comprehension, fluency, and vocabulary.
- Activities: Peer reading sessions, vocabulary building through advanced word study.

Assessment and Support

- Ongoing assessment to identify areas of need.
- Individual or small group support for students who require additional help.

SUPPORTING RESEARCH

There are five levels of phonemic awareness in terms of ability:

- To hear rhymes and alliteration as measured by knowledge of nursery rhymes.
- To do oddity tasks (comparing and contrasting the sounds of words for rhyme and alliteration).
- To blend and split syllables.
- To perform phonetic segmentation (such as counting out the number of phonemes in a word).
- To perform phoneme manipulation tasks (such as adding, deleting a particular phoneme and regenerating a word from the remainder).

Above information from https://www.readingrockets.org/topics/phonological-and-phonemic-awareness/articles/abcs-phonemic-awareness

PHONICS

DESCRIPTION

Phonics links individual sounds (phonemes) with their corresponding letters (graphemes). This instruction is key in teaching students how sounds correspond to written language, aiding in reading proficiency.

MAIN FOCUS

Phonics focuses on connecting oral sounds to written letters. Students will read and write written letters. Examples of phonics instruction may include:

- daily instruction,
- hands-on activities such as Elkonin boxes, manipulative letters, etc.,
- use of decodable texts,
- use of visuals such as sound walls.

GRADES K-3: INTRODUCTION AND BASIC PHONICS SKILLS

Letter Recognition and Sounds

- Recognizing letters and associating them with their corresponding sounds.
- Activities: Alphabet charts, letter-sound matching games, silent letter challenges.

Simple Word Decoding

- Learning to decode words by blending sounds.
- Activities: CVC (consonant-vowel-consonant) word building, apply consonant clusters to read words.

Introduction to Letter Combinations and Sounds

- Learning about digraphs (two letters making one sound like 'ch') and blends (two or more consonants blended together but each sound is heard like 'bl').
- Activities: Digraph hunts, blend sorting, dipthong races.

GRADES 4-6: EXPANDING PHONICS KNOWLEDGE

Advanced Decoding Skills

- Working with multi-syllabic words and more complex phonetic patterns.
- Activities: Breaking down longer words into syllables, exploring complex phonics rules.

Fluency in Reading

- Developing fluency by applying phonics skills to decode when reading.
- Activities: Fluency exercises and drills with passages.

Spelling Patterns and Rules

- Understanding and applying common spelling patterns and rules.
- Activities: Spelling bees, exploring exceptions to phonics rules.

Vocabulary Development through Phonics

- Using phonics knowledge to enhance vocabulary.
- Activities: Word derivation exercises, exploring word origins.

PHONICS

GRADES 7-9: REFINING AND APPLYING PHONICS SKILLS

Contextual Application of Phonics
- Applying phonics skills in more complex reading and writing tasks.
- Activities: Analyzing challenging texts, creative writing, and vocabulary.

Critical Analysis of Word Construction
- Understanding the phonetic structure of words and its impact on meaning.
- Activities: Morphological analysis of words, studying bases (root words) and affixes.

Integration with Other Literacy Skills
- Combining phonics knowledge with comprehension, vocabulary, and fluency skills.
- Activities: Integrated literacy projects, read discipline-specific texts.

Preparation for Advanced Literary Studies
- Preparing for more advanced literacy challenges in high school.
- Activities: English language arts preparations, exploring historical texts with complex phonetic patterns.

GRADES 10-12: ADVANCED PHONICS AND WORD STUDY

Advanced Word Analysis
- Studying complex word structures, including etymology and morphology.
- Activities: Etymological and morphological analysis of advanced vocabulary.

Application in Diverse Discourses
- Applying phonics in understanding and analyzing diverse literary and non-literary texts.
- Activities: Analyzing literary works, technical reading in STEM fields.

Critical Literacy and Phonics
- Utilizing phonics in critical literacy analysis.
- Activities: Deconstructing language in media, critical reading and response.

Preparation for College and Career
- Focusing on phonics skills necessary for college-level reading and professional communication.
- Activities: College preparatory reading, career-related document analysis.

CROSS-GRADE STRATEGIES

Systematic and Explicit Instruction
- Providing clear and structured phonics instruction.

Multisensory Learning Approaches
- Incorporating visual, auditory, and kinesthetic learning activities.

Regular Assessment and Feedback
- Conducting ongoing assessments to monitor progress and provide feedback.

Differentiation and Individualized Instruction
- Tailoring instruction to meet diverse learning needs.

Incorporation of Technology
- Utilizing digital tools and resources for phonics instruction and practice.

Integration with Writing
- Applying phonics knowledge in spelling and writing exercises.

Peer Learning and Collaboration
- Encouraging cooperative learning exercises where students can teach and learn from each other.

Building a Love for Reading
- Encouraging reading for pleasure to naturally develop phonics and decoding skills.

This comprehensive approach aims to develop a strong foundation in phonics, progressively enhancing students' reading, spelling, and writing skills, and preparing them for advanced literacy challenges.

FLUENCY

DESCRIPTION

Fluency combines reading text aloud with accuracy, speed, and expression. It includes automatic word recognition and expressive oral reading, acting as a bridge between decoding and comprehension. Fluency is vital for proficient reading and is best developed through oral reading practices.

MAIN FOCUS

- Each teacher models reading strategies in all subject areas using read alouds & think alouds
- Word and sound walls are visible and used by students in word study activities
- Each student is:
  - Engaged in reading materials at his or her instructional level. (e.g. Re-reading complex texts and rehearsed reading performances (*Zutell et. al., 2012, p. 313*))
  - Regularly engaged in writing (*Zutell et. al., 2012, p. 313*)
  - Spending time working in developmentally appropriate word study activities (*Zutell et. al., 2012, p. 313*)
- Fluent readers chunk words into meaningful phrases and/ or clauses, focus on ideas, use pitch, stress, and intonations appropriately to convey the meanings and feelings clearly intended by the author. (Zutell et. al., 2012, p. 314)

GRADES K-3: BUILDING FOUNDATIONS OF FLUENCY

Phonemic Awareness and Decoding

- Practicing sound-letter correspondences and simple decoding skills.
- Activities: Phonics games, simple reading exercises.

Repeated Reading of Familiar Texts

- Building fluency through familiarity and repetition.
- Activities: Choral reading, partner reading.

Introduction to Expression

- Learning to read with appropriate expression and appropriate pacing.
- Activities: Reading aloud with guidance, using audio recordings, punctuation games.

Fluency in Sight Word Recognition

- Enhancing the ability to quickly recognize high-frequency words.
- Activities: Flashcard drills, timed sight word challenges, decodable texts.

GRADES 4-6: DEVELOPING AND ENHANCING FLUENCY

Fluency in More Complex Texts

- Reading aloud texts with varied sentence structures and vocabulary.
- Activities: Guided group reading sessions, individual timed readings.

Emphasis on Expression and Intonation

- Developing skills to read with appropriate emotion and emphasis.
- Activities: Dramatic readings, poetry recitations.

Speed and Accuracy Focus

- Balancing speed with accurate reading.
- Activities: Timed reading challenges, accuracy and speed drills.

Self-Monitoring Strategies

- Teaching students to self-assess and monitor their reading fluency.
- Activities: Recording and listening to their reading, peer feedback sessions.

FLUENCY

GRADES 7-9: REFINING FLUENCY SKILLS

Advanced Expression and Phrasing
- Reading complex texts with sophisticated expression and natural phrasing.
- Activities: Reading aloud literature excerpts, speech practice, listening to authors/actors recite literature.

Fluency in Diverse Text Types
- Practicing fluency across various genres and content areas.
- Activities: Cross-curricular reading assignments, reader's theater.

Strategies for Challenging Texts
- Approaching difficult texts with effective fluency strategies.
- Activities: Breakdown and analysis of challenging passages, guided group discussions, pre-vocabulary analysis.

Fluency in Silent Reading
- Developing internal fluency for comprehension in silent reading.
- Activities: Silent sustained reading, reading comprehension exercises.

GRADES 10-12: MASTERY AND APPLICATION

Critical Fluency Skills
- Applying fluency skills to understand and analyze complex texts.
- Activities: Analytical discussions, advanced literature studies.

Public Speaking and Presentation Skills
- Utilizing fluency skills in oral presentations and public speaking.
- Activities: Preparing and delivering speeches, debate club participation.

Preparation for College-Level Reading
- Focusing on fluency skills necessary for post-secondary academic success.
- Activities: Reading and discussing college texts, research projects.

Fluency in Real-World Contexts
- Applying reading fluency to real-life situations and future career paths.
- Activities: Exploring industry-specific materials, job shadowing with reading components

CROSS-GRADE STRATEGIES

Regular Practice and Monitoring
- Consistent practice and tracking progress.

Diverse Reading Materials
- Incorporating a wide range of texts to develop fluency across different contexts.

Peer and Group Activities
- Encouraging peer learning and group reading activities.

SUPPORTING RESEARCH

- *https://ila.onlinelibrary.wiley.com/doi/full/10.1002/jaal.1248*
- *Tankersley, K., 2003. Threads of reading. Alexandria, Va: Association for Supervision and Curriculum Development, pp.52-56.*

COMPREHENSION

DESCRIPTION

Comprehension is engaging with written language to derive and construct meaning. It involves a dynamic interaction with text, essential for understanding and learning from written materials.

MAIN FOCUS

- Reading comprehension strategies: differentiation between the main idea and details, summarizing, inferring, predicting, questioning, accessing and building on background knowledge, visualizing, and monitoring understanding.
- Thinking skills: Compare, categorize, infer causes & effects, evaluate, problem-solve, argue & support, interpret, take different perspective, apply, and analyze.
- Selection of explicit instruction to allow students to choose applicable texts to encourage stamina and enjoyment.

GRADES K-3: LAYING THE FOUNDATION

Basic Understanding of Text

- Show story elements (characters, setting, plot).
- Activities: Storytime discussions, simple Q&A sessions, self-correction.

Making Connections

- Connecting text to personal experiences and other known stories.
- Activities: Drawing, student storytelling, connecting stories to daily life, historical/current events.

Predicting and Inferring

- Encouraging predictions about story outcomes, inferring meanings from context.
- Activities: Predictive discussions before and during reading, simple inference exercises to sequence and summarize.

Basic Comprehension Strategies

- Teaching strategies: visualization, summarization, and questioning.
- Activities: Illustrating story scenes, retelling stories, guided questioning, and reading using information from texts.

GRADES 4-6: EXPANDING COMPREHENSION

Developing Critical Thinking

- Deeply/critically analyze and synthesize texts.
- Activities: Compare and contrast stories, discuss themes, identify and apply effective metacognitive strategies.

Inferencing and Drawing Conclusions

- Making more complex inferences and understanding implicit information in texts.
- Activities: Predicting and inferring exercises, and exploring themes.

Vocabulary in Context

- Using context clues to understand new vocabulary and its impact on comprehension.
- Activities: Context clue games, vocab. journals.

Summarization and Main Idea

- Identify main idea and summarize key points.
- Activities: Writing summaries, main idea graphic organizers, partner response games.

GRADES 7-9: REFINING AND APPLYING COMPREHENSION

Analyzing Text Structure
- Understanding different text structures and their purpose.
- Activities: Analyzing narrative vs. expository texts, recognizing organizational patterns.

Critical Reading and Discussion
- Engaging in discussions that promote a deeper understanding of texts.
- Activities: Socratic seminars, debate sessions.

Synthesizing Information
- Combining information from multiple sources or texts to offer a new perspective or idea.
- Activities: Research projects, cross-curricular reading assignments, creativity challenges.

Advanced Inferencing and Interpretation
- Delving into more sophisticated inferences, themes, and interpretations.
- Activities: Literary analysis essays, thematic studies.

GRADES 10-12: MASTERY AND APPLICATION

Critical Analysis and Evaluation
- Critically analyzing and evaluating texts for deeper meanings and biases.
- Activities: Critical literature reviews, research papers.

Comparative and Cross-Disciplinary Reading
- Understanding texts across different disciplines and comparing perspectives.
- Activities: Interdisciplinary projects, comparative literature studies.

Application to Real-World and Contemporary Issues
- Relating texts to current events and real-world issues.
- Activities: Discussing contemporary issues through literature, connecting literature to news articles.

Preparation for Post-Secondary Level Reading
- Developing skills for complex, post-secondary-level reading and comprehension.
- Activities: Reading and analyzing post-secondary-level texts, advanced research projects.

CROSS-GRADE STRATEGIES

Diverse Text Selection
- Incorporating a wide range of texts to engage different interests, levels, and cultures.

Ongoing Assessment and Feedback
- Regularly assessing comprehension through various methods and providing constructive feedback.

Interactive and Collaborative Learning
- Group discussions, peer teaching, and collaborative projects.

Integration of Technology
- Using digital tools and resources to enhance comprehension skills.

SUPPORTING RESEARCH

- *https://www.readingrockets.org/reading-101/reading-and-writing-basics/oral-language*
- *https://psychology.cas.lehigh.edu/sites/psychology.cas2.lehigh.edu/files/pathway_to_reading.pdf*
- *https://libkey.io/libraries/1651/articles/406827090/full-text-file?utm_source=api_355*

WRITING COMPETENCIES

DESCRIPTION

Writing Competencies are the integrated attitudes, skills, and knowledge essential for effective written communication. This comprehensive approach aims to develop robust writing competencies at each stage of education, enhancing students' ability to communicate effectively, think critically, and express themselves creatively through writing.

MAIN FOCUS

- Initial focus on students as "writers" not "editors",
- Creating a language rich environment,
- Perfecting one written assignment by working through the writing process: plan, write, revise, and edit,
- Polishing written assignments,
- Assessments,
- Direct instruction,
- Increasing writing stamina,
- Examining word choice to enhance communication,
- Practicing the writing cycles for a variety of purposes: planning, drafting, revising, editing, and sharing,
- Analyzing disciplinary (or subject area) as models for writing and mentor texts.

GRADES K-3: FOUNDATION OF WRITING SKILLS

Basic Handwriting and Letter Formation

- Learning correct formats of letters and numbers in printing and writing.
- Activities: Handwriting stations, letter formation and tracing activities, multi-sensory activities.

Simple Sentence Construction

- Forming simple sentences with appropriate structure.
- Activities: Building sentences with word cards, writing simple sentences about experiences, writing the story for a wordless picture book.

Introduction to Punctuation and Capitalization

- Understanding the use of basic punctuation marks and capital letters.
- Activities: Editing sentences for capitalization and periods, punctuation exercises.

Expressing Ideas Through Writing

- Encouraging expression of thoughts and ideas in written form.
- Activities: Journaling, writing short descriptions or narratives based on prompts or pictures.

GRADES 4-6: ENHANCING WRITING ABILITIES

Paragraph Writing

- Developing skills in writing coherent and structured paragraphs.
- Activities: Paragraph construction, summarizing research, organizing sentences into a sequence.

Creative Writing and Storytelling

- Exploring creative expression through stories, poems, and descriptive writing.
- Activities: Reading and writing short stories or poems, descriptive writing exercises.

Grammar and Sentence Complexity

- Improving grammar usage and constructing more complex sentences.
- Activities: Examine and compare grammatical phrasing, sentence combining exercises.

Introduction to Different Writing Genres

- Exposing students to various forms of writing such as narrative, expository, and persuasive.
- Activities: Writing assignments in different genres, reading and analyzing in each genre, organizing research to engage audiences.

WRITING COMPETENCIES

GRADES 7-9: REFINING AND EXPANDING WRITING SKILLS

Essay Writing
- Developing skills in structured essay writing, including introductions, body paragraphs, and conclusions.
- Activities: Essays, peer review sessions.

Research and Writing
- Conducting research and incorporating findings into writing for targeted audiences.
- Activities: Research reports, analyzing reliability of sources.

Advanced Grammar and Style
- Enhancing grammatical skills and developing a personal writing style.
- Activities: Advanced grammar analysis and application, style workshops.

Critical and Analytical Writing
- Writing to analyze literature or research, argue a point, or critique an idea.
- Activities: Literary analysis essays, comparing scientific research, argumentative writing, analyzing mathematical strategies.

GRADES 10-12: MASTERY AND SPECIALIZATION IN WRITING

Complex Academic Writing
- Focusing on advanced writing skills.
- Activities: Research papers, thesis-driven essays.

Technical and Professional Writing
- Developing skills in writing for professional and technical purposes.
- Activities: Writing business letters and formal emails, creating technical documents, critiquing research articles.

Creative and Expressive Writing
- Encouraging sophisticated creative writing in various forms.
- Activities: Writing workshops, poetry slams, creative writing electives.

Preparation for Post-Secondary Writing
- Preparing students for the writing demands of higher education and the workforce.
- Activities: Post-secondary and scholarship application essays, resume writing, critiquing the reliability of sources.

CROSS-GRADE STRATEGIES

Process Writing Approach
- Emphasizing the writing process including planning, drafting, revising, editing, and publishing.

Regular Practice and Feedback
- Providing frequent opportunities for writing and offering targeted, constructive feedback.

Peer Review and Collaboration
- Incorporating peer review sessions to foster collaborative learning and critical thinking.

Use of Technology
- Utilizing digital tools for writing, editing, and publishing, developing keyboard fluency.

Writing Across the Curriculum
- Integrating disciplinary writing in all subject areas.

Individualized Writing Goals
- Setting and reflecting on personalized writing goals for continuous improvement.

Writing for an Audience
- Providing opportunities for students to publish and present their writing.

Encouraging Autonomy and Choice
- Allowing students choice in writing topics to foster engagement and personal expression.

SUPPORTING RESEARCH

- *https://www.learner.org/wp-content/uploads/2019/06/write-middle-interactive-best-practices-teaching-writing-1.pdf*
- *https://www.hawaii.edu/mauienglish/department/pages/Teaching_composition.pdf*
- *https://files.eric.ed.gov/fulltext/ED250694.pdf*

VOCABULARY ACQUISITION

DESCRIPTION

Vocabulary Acquisition is the ongoing process of learning new words and their meanings. Vital for language development and comprehension, it significantly influences a student's understanding and processing of information across different subjects.

MAIN FOCUS

Language-rich experiences, both oral and text, in all subject areas:

- Read alouds,
- Independent reading,
- Class discussions with focused target words,
- Explicit vocabulary instruction,
- Emphasis on connections among words,
- Intentional selection and explicit instruction of Tier 2 and 3 terms for each subject,
- Exploring and manipulating affixes and bases to extend vocabulary,
- Graphic organizers, visual representations of relationships between words.

GRADES K-3: BUILDING BASIC VOCABULARY

Word Introduction and Meaning

- Introducing new words in context.
- Activities: Storytelling, picture books, simple explanations.

Word Usage and Context

- Encouraging use of new words in speaking and writing.
- Activities: Sentence creation, role-playing games, figurative language play.

Word Recognition

- Recognizing words in various contexts.
- Activities: Sight word games, flashcards.

Word Categories and Simple Relationships

- Understanding categories (e.g., colours, shapes) and relationships (e.g., opposites).
- Activities: Sorting and matching games, graphic organizers to show relationships.

GRADES 4-6: EXPANDING VOCABULARY

Word Structure Analysis

- Understanding prefixes, suffixes, and bases.
- Activities: Word prediction and word building activities.

Contextual Vocabulary Learning

- Learning new words through reading and content.
- Activities: Context clue strategies, integrating word challenges.

Multiple Meaning Words and Homophones

- Exploring words with multiple meanings and similar-sounding words.
- Activities: Word and writing challenges, examine word origins and meaning changes over time.

Use of Dictionaries and Thesauruses

- Learning to use reference materials to enhance vocabulary.
- Activities: Dictionary scavenger hunts, thesaurus-based writing.

VOCABULARY ACQUISITION

GRADES 7-9: REFINING AND APPLYING VOCABULARY

Advanced Word Structure
- Delving deeper into etymology and morphological analysis.
- Activities: Etymology research, morpheme matching.

Context and Nuance in Vocabulary
- Understanding connotation, denotation, and context-specific meaning.
- Activities: Analyzing texts, reading and writing assignments with focus on word selection, comparing Tier 2 vocabulary meaning.

Figurative Language
- Exploring figurative language.
- Activities: Analyze figurative language using different genres, creative writing exercises.

Vocabulary in Academic and Subject-Specific Contexts
- Learning terminology specific to different subjects.
- Activities: Cross-curricular projects, Tier 2 and 3 word studies.

GRADES 10-12: MASTERY AND BEYOND

Sophisticated Word Analysis
- Exploring advanced word structures, including foreign language influences.
- Activities: Analyzing complex texts, word origin studies.

Vocabulary in Varied Discourses
- Understanding and using vocabulary specific to different discourses and audiences (e.g., scientific, literary).
- Activities: Discipline-focused research projects and presentations.

Critical Vocabulary Skills
- Evaluating and using vocabulary for persuasive, argumentative, and analytical writing.
- Activities: Debate preparation, analytical essays.

Preparation for Post-Secondary and Career Vocabulary
- Focusing on vocabulary relevant to future academic and career paths.
- Activities: Career-focused research, post-secondary reading and writing tasks.

CROSS-GRADE STRATEGIES

Continual Exposure and Usage
- Encouraging regular use of new vocabulary in various contexts.

Interactive Learning
- Utilizing games, technology, and group activities for engaging vocabulary learning.

Personalized Learning Paths
- Adapting vocabulary instruction to individual student interests and needs.

Assessment and Feedback
- Regular quizzes, discussions, and writing assignments to assess vocabulary understanding and usage.

SUPPORTING RESEARCH

- *https://www.cbe.ab.ca/Pages/default.aspx*
- *https://www.readingrockets.org*

LITERACY SCREENS/ASSESSMENTS

PROCEDURES AND EXPECTATIONS FOR LITERACY TOOLS

CC3 (Castles and Coltheart 3 Test)

- Purpose: to identify the nature of a student's reading difficulties.
- Assesses the student's ability to recall familiar or irregular words, and their ability to sound out non-words.

EYE (Early Years Evaluation)

- Purpose: to assess Kindergarten readiness skills and inform educators' decisions on targeted classroom instruction and intervention.
- Assesses five domains: Awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development.

HLAT (Highest Level of Achievement)

- Purpose: provide annual grade level of achievement data about writing skills and ability.
- Provides teachers with grade level exemplars with which to compare writing samples, to determine grade level quality and areas of necessary focus.

LeNS (Letter Name-Sound Test)

- Purpose: to ensure a student has the foundational phonics skills to develop as an independent reader.
- Assesses a student's ability to sound out single letters and letter combinations (for example, n, d, e, ch, ay, oa, oy).

PAST (Phonological Awareness)

- Screening Test (PAST) Purpose: to asses phonemic awareness and phonetic proficiency in spoken words.

PRT/VE (Personal Response Test/Visual Essay)

- Purpose: provide annual grade level of achievement data about writing skills and ability.
- Provides teachers with grade level exemplars with which to compare writing samples, to determine grade level quality and areas of necessary focus.

RAN (Rapid Automatized Naming) Digits Test

- Purpose: to assess cognitive aromaticity and speed for alphanumeric recognition.

RCAT (Reading Comprehension Assessment Tool)

- Purpose: to diagnose reading comprehension skills, with the opportunity to develop necessary skills based on the data collected.
- Contains poetic, narrative, and informational unique passages with hundreds of questions and detailed solutions aligned to the reading comprehension skills.

	READING	WRITING	PROVINCIAL
Kindergarten	EYE	EYE	LeNS, PAST, RAN
Grade One	LeNS, CC3	HLAT	LeNS, CC3, PAST, RAN
Grade Two	LeNS, CC3	HLAT	LeNS, CC3
Grade Three	CC3	HLAT	CC3
Grade Four	RCAT	HLAT	
Grade Five	RCAT	HLAT	
Grade Six	RCAT	HLAT	Provincial Achievement Test
Grade Seven	RCAT	HLAT	
Grade Eight	RCAT	HLAT	
Grade Nine	RCAT	HLAT	Provincial Achievement Test
Grade Ten	RCAT	PRT 10-1 or Visual Essay 10-2	
Grade Eleven	RCAT	PRT 20-1 or Visual Essay 20-2	
Grade Twelve	RCAT	PRT 30-1 or Visual Essay 30-2	Diploma Exam