

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: August 11, 2026

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FOREWORD

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

Overview

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parent and caregiver 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. They will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work.

Students will engage in career education pathways that provide the relevant and timely support they need to prepare for fulfilling careers. They will become lifelong learners who will cultivate the competencies of critical thinking, communication, problem solving, collaboration, research and managing information, citizenship, creativity and innovation, and personal growth and well-being.

Vision for student learning

Students will gain the skills, knowledge, and competencies they need to live fulfilling lives and make meaningful contributions to their communities and the world. Alberta Education's objective is to deliver a world-class education for every student while expanding choice in education.

Expanding parent and student options in Alberta's public, separate, Francophone, charter, independent, early childhood, and home education systems will ensure parents and caregivers have a host of tailored options for their children's education that best suit the needs of their children.

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 developmentally appropriate texts of high quality in language classes and standard algorithms in mathematics. These foundations establish knowledge, shared civic and cultural literacy, and skills that enable students to solve problems and think critically as they

become active and informed citizens leading healthy lives of meaning.

Objectivity and impartiality

An objective and impartial presentation of the facts, without editorialization or personal bias, in a fair and neutral manner is essential. This will enable students to strengthen objectivity, balance critical thinking while learning a diversity of viewpoints, learn in an inclusive environment where all students feel valued and where multiple perspectives are encouraged and respected, build evidence-based viewpoints by using credible and reliable evidence, and have open and honest dialogue and discussion.

Outcomes for learning

Communication

Students will develop superior written and verbal communication skills. Becoming confident and skilled communicators prepares students to successfully share their ideas and make substantial contributions locally and internationally. Throughout their education journey, students will learn how to structure their communication, provide evidence, and communicate in a precise and concise manner.

Students will be able to communicate their ideas and views with intellectual rigour, participate in everyday communication experiences, prepare for the workplace or post-secondary, and excel in meetings, presentations, interviews, and other communication engagements.

Critical thinking

Critical thinking enables students to understand complex problems, develop creative solutions, gather and assess information objectively, and make reasoned decisions. Students will strengthen their critical-thinking skills by exploring alternative viewpoints, questioning assumptions, anticipating potential problems, and proactively finding ways to prevent or mitigate them. Students will learn to promote innovation and creativity, approach situations with objectivity and rationality, and separate fact from fiction.

Alberta's students will have opportunities to build

evidence-based viewpoints, using credible and reliable evidence, and have open and honest dialogue and discussion in a fair, neutral, and objective manner. This will enable students to strengthen objectivity, balance, and critical thinking while learning a diversity of viewpoints in an inclusive environment where all students feel valued and where multiple perspectives are encouraged and respected.

Knowledge development

Students will demonstrate mastery in foundational, subject-specific content and a familiarity with world history, particularly 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, Canada, and world history, geography, mathematics, science, technology, philosophy, literature, languages, physical education and wellness, and the arts, which shall be taught with specific factual content and measurable outcomes. Students will demonstrate competence in managing personal finances, applying their critical thinking, and engaging with various media.

A strong foundation in mathematics and science plays a crucial role in preparing students for the challenges and opportunities of the modern world. Alberta's curriculum will prepare students for science, technology, engineering, and mathematics careers and post-secondary opportunities, help them develop digital and technological literacy and cultivate problem-solving and analytical skills, and prepare them for global competitiveness by driving innovation and technological growth.

It is crucial for students to have advanced knowledge of literacy and English comprehension that will be supported with early student assessment and intervention. Developing a strong proficiency in English will help students communicate effectively, access a wider range of academic and professional opportunities, build clarity of expression and overall cognitive development, grow personally and professionally, and have greater civic and democratic engagement and participation.

Today's students require a well-rounded education

strengthened through the inclusion of art, music, dance, and drama. Students can develop creative expression, appreciate diverse artistic and cultural perspectives, strengthen their emotional and social development, and learn about the historical and cultural significance of artworks and artistic movements, fostering a deeper understanding of human history and cultural heritage.

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 inherited traditions, engaging with new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying learning in a variety of life and work situations.

Hands-on and experiential learning experiences will allow students to learn by doing. Opportunities for students to be active participants in learning will promote an understanding of the practical application of knowledge and enrich students' learning experiences. Students will be prepared for the real world as they strengthen critical thinking, problem solving, and communication skills, and practise self-reflection for personal growth.

Health for life

Through physical and health education, students will develop physical fitness abilities and a healthy lifestyle. Students will develop coordination, balance, and spatial awareness; understand the importance of teamwork and sportsmanship; respect the abilities of others; and develop a lifelong commitment to physical activity. They will also make healthy lifestyle choices by recognizing the importance of healthy habits, self-care, preventatives, and proactive health practices to reduce the need for medical interventions; monitoring and tracking health indicators; practising self-care; making informed nutritional choices; and recognizing the health complications that can arise from inactive and unhealthy lifestyles.

Alberta Education acknowledges the growing needs of students with mental health and other learning challenges. These children will be provided with every opportunity to flourish in Alberta's education system and economy. They need to be successful, fulfilled, and fully participative in building this province. All students will gain an understanding of mental health and mental illnesses and the factors that influence mental well-being, reduce the stigma and discrimination associated with mental illness, and equip students with the knowledge and skills needed for early identification and intervention.

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 one another in their diverse society.

Preparing students for their future

Students will learn foundational life skills that will enable them to develop and sustain healthy behaviours. This will help them build healthy relationships, manage and resolve conflicts, manage personal finances, build confidence, deal with failure, and be prepared for everyday life.

Students will have rich and diverse opportunities to engage in work experience, including internships, summer jobs, placements, fieldwork, or practicums. Through these experiences, students will develop a strong work ethic, prepare for their future careers, explore career options, strengthen workplace skills, establish professional connections, enhance their resumés, increase self-confidence, understand workplace culture and etiquette, learn the importance of time management and work-life balance, and strengthen financial literacy.

Students can participate in apprenticeship programs to begin certification in a skilled trade while also completing their academic graduation requirements. This will enable students to start developing trade-specific skills at an early stage and give them a head start on certification and career entry, explore career options before committing to a particular career path, experience a seamless transition from school to work, enhance their employability, increase their financial independence, and strengthen personal growth and self-confidence.

Students will meaningfully apply their learning in a variety of life and work situations, including managing personal finances. Students will learn concepts such as debt and debt management, credit and credit management, interest rates, savings, borrowing, investing, budgeting, inflation, taxes, and planning for the future. This will enable students to practise financial independence, make informed and prudent financial decisions, distinguish between needs and wants, understand and appreciate the value of money and the importance of work, and build healthy financial habits early in their lives to avoid mistakes that may lead to lifelong challenges and implications.

Community and civic engagement

Students will demonstrate an understanding of the needs, beliefs, and expectations of diverse communities and identify connections that transcend difference. 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.

The curriculum will include a strong commitment to advancing Indigenous reconciliation, which begins with a strong understanding of residential schools, treaties, and Indigenous peoples' historical and contemporary contributions to Alberta. This will ensure students establish and maintain respectful relationships with Indigenous communities. Students will also learn about and work toward reconciliation so that Indigenous peoples and communities are engaged as economic partners and take full advantage of the natural resources that enrich this province.

and that will empower Indigenous communities to become full partners in prosperity.

Students will recognize the impact of their actions and demonstrate an understanding of individual rights and freedoms, which are secured by Canadian law and which reflect our shared history and traditions, as well as the social and organizational skills required for civic participation. Students will demonstrate respect for others and an understanding of Canada's political institutions as they prepare to participate knowledgeably and responsibly in a democratic society, parliamentary democracy, and constitutional monarchy. They will understand Canadian and world history, the debt to previous generations, and obligations to future generations.

Students will also learn the importance of individual rights, responsibilities, and the duties of citizenship generally, as well as the structure and functioning of government and the democratic process. This will enable students to understand how government works and how decisions are made and the relationship between government and its citizens. Students will learn about fundamental rights and freedoms, the electoral process, the importance of political participation and engagement, the rule of law, and civil discourse and respectful dialogue. They will also build media literacy.

Alberta, Canada and the world

Students require a strong understanding of their communities and province and the ability to apply this knowledge when engaging on topics of national and international importance.

By exploring topics in Alberta's and Canada's history and culture, students will develop a strong appreciation and understanding of Canada's military history, the sacrifices made by Canadian servicemen and women, and their impact on Canada's development and global peace and security. Students will understand Canadian heroism during the First World War and Second World War and the importance of these events in the formation of Canada, in the creation of United Nations Peacekeepers and Canada's involvement in peacekeeping missions around the

world, and in Canada's commitments to and influence on global peace and security.

Equipped with a strong understanding of Alberta's and Canada's unique contributions and histories, students are encouraged to explore and engage in international educational opportunities that will strengthen their intercultural skills and build global career and educational networks. Through these experiences, they will learn about different societies, cultures, and perspectives; gain a higher degree of cultural acceptance, tolerance, and understanding; and prepare for global career and educational competition.

Students will recognize their shared responsibility for environmental stewardship and sustainability. They will engage in discussions on Alberta's natural resources, including oil sands, oil, natural gas, minerals, agriculture, and forests, in building and sustaining Alberta's economy, creating jobs, ensuring prosperity, and enabling a high quality of life. They will know the global significance of Alberta's vast oil reserves and Alberta's reputation as the most ethical producer of oil in the world. They will also understand the importance of natural resources in enabling and sustaining Alberta's society and Albertans' quality of life. Students will learn about advancements for cleaner extraction of natural resources and about renewable energy sources.

Conclusion

The education of Alberta's children and youth is central to the future prosperity and social well-being of the province. Parents and caregivers deserve the best from those who help them educate their children. Students will develop intellectual ability and practical skills and be taught 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> (May 22, 2025)

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 programs of study. 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

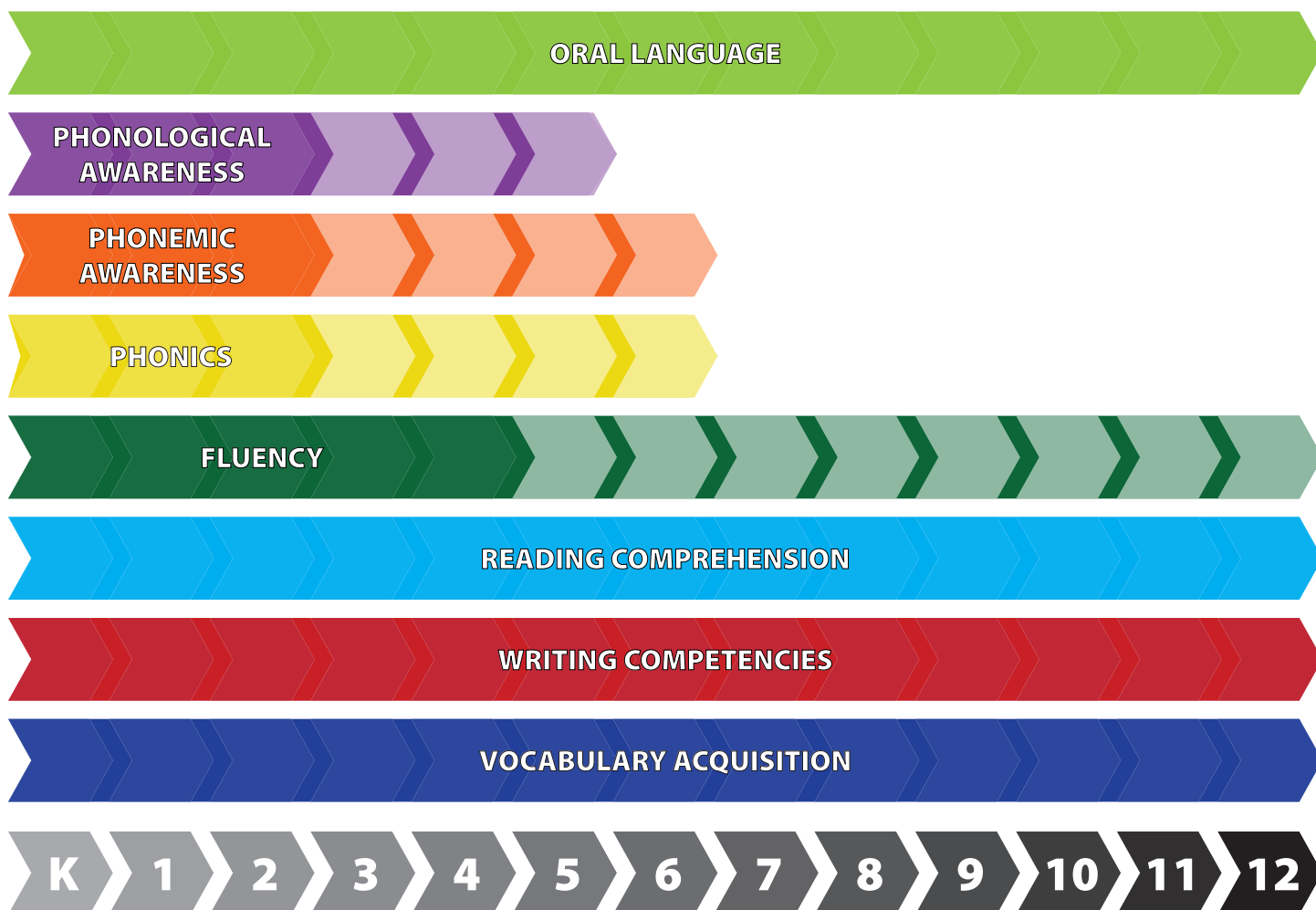
Alberta Education defines literacy as follows:

"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

Adapted from the Calgary Board of Education (CBE)



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. It is 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.

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.

FLUENCY

combines accuracy, speed, and expression when reading text aloud (*Hasbrouck & Glaser, 2019*). It includes automatic word recognition and expressive oral reading, acting as a bridge between decoding and comprehension (*Speece, et al., 2012*). Fluency is vital for proficient reading and is best developed through oral reading practices.

READING COMPREHENSION

is engaging with language to derive and construct meaning. It involves a dynamic interaction with text and spoken words and is essential for understanding and learning.

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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, 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: BUILDING THE 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.

ORAL LANGUAGE

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: MASTERING ORAL LANGUAGE 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-CURRICULAR STRATEGIES

Continuous Practice and Feedback

- Regular opportunities for speaking and listening, with constructive feedback.
- Instructing relaxation techniques and scheduling focused rehearsal time improves confidence and risk-taking.

Diverse Speaking and Listening Opportunities

- Incorporating a range of contexts, from informal conversations to formal presentations.

Incorporation 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.

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: BUILDING FUNDAMENTAL PHONOLOGICAL AWARENESS SKILLS

Introduction to Phonological Awareness

- Understanding that spoken language can be broken into words, syllables, and sounds.
- **Activities:** Oral activities to model sound substitutions, clapping and word games to segment syllables.

Rhyme and Alliteration

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

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: ENHANCING PHONOLOGICAL AWARENESS PROFICIENCY

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****CROSS-CURRICULAR 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.

PHONEMIC AWARENESS

DESCRIPTION

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. It is crucial for reading readiness and is distinct from 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

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).

GRADES K-3: BUILDING THE FOUNDATIONS OF PHONEMIC AWARENESS

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 PHONEMIC AWARENESS PROFICIENCY

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****CROSS-CURRICULAR STRATEGIES**

Continuous Practice and Feedback

- Frequent opportunities to practice recognizing and identifying sounds in words.

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.

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: BUILDING 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, diphthong races.

GRADES 4-6: ENHANCING 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 7-12: REFINING AND MASTERING ADVANCED PHONICS SKILLS

Contextual Application of Phonics

- Applying phonics in understanding and analyzing vocabulary in diverse literary and non-literary texts.
- Activities: Analyzing literary and technical terms for pronunciation.

Integration with Other Literacy Skills

- Combining phonics knowledge with comprehension, vocabulary, and fluency skills.
- Activities: English language arts preparations, exploring subject-specific texts with complex phonetic patterns.

Critical Literacy and Phonics

- Utilizing phonics in critical analysis.
- Activities: Deconstructing language in media, research, and industry-specific materials.

CROSS-CURRICULAR 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 accuracy, speed, and expression when reading text aloud (*Hasbrouck & Glaser, 2019*). It includes automatic word recognition and expressive oral reading, acting as a bridge between decoding and comprehension (*Speece, et al., 2012*). 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, and monitor growth rate of oral reading fluency.

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: 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: MASTERING AND APPLYING FLUENCY SKILLS

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 public speaking.
- Activities: Preparing and delivering speeches and presentations, 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-CURRICULAR 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.

READING COMPREHENSION

DESCRIPTION

Reading comprehension is engaging with language to derive and construct meaning. It involves a dynamic interaction with text and spoken words and is essential for understanding and learning.

MAIN FOCUS

Reading comprehension requires students to think critically about text. Thinking skills include:

- Comparing
- Categorizing
- Inferring
- Determining cause and effect
- Drawing conclusions
- Sequencing
- Evaluating
- Problem-solving
- Arguing with supporting evidence
- Analyzing

In order to comprehend, students must decode and process text using a variety of strategies, including:

- Making connections
- Visualizing
- Activating prior knowledge
- Predicting
- Summarizing
- Associating meaning
- Monitoring understanding
- Asking questions

GRADES K-3: BUILDING THE FOUNDATION

Basic Understanding of Text

- Explore story elements in a variety of texts (characters, setting, plot).
- Activities: Storytime discussions, simple Q&A sessions.

Making Connections

- Connecting text to personal experiences, other known texts, and the world around them.
- Activities: Drawing, student storytelling, journal writing, discussions.

Predicting and Inferring

- Encouraging predictions about text elements and inferring meanings from context with supporting evidence from text.
- Activities: Predictive discussions before and during reading, simple inference exercises through pictures, sequencing, and discussions.

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: ENHANCING READING COMPREHENSION

Developing Critical Thinking

- Critically analyze and synthesize texts.
- Activities: Compare and contrast stories, discuss themes and text structures, 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, graphic organizers, partner response games.

READING COMPREHENSION

GRADES 7-9: REFINING READING COMPREHENSION

Analyzing Text Structure

- Understanding different text structures and their purpose.
- Activities: Analyzing narrative vs. informational text patterns, recognizing author intent.

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 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: MASTERING AND APPLYING READING COMPREHENSION

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 inquiry (research, debates), comparative literature studies.

Application to Real-World and Contemporary Issues

- Relating texts to current events and issues.
- Activities: Discussing contemporary issues through literature, connecting literature to news articles, analyzing the selection of text.

Preparation for Post-Secondary Level Reading

- Developing skills for higher education and workforce reading and comprehension.
- Activities: Reading and analyzing post-secondary-level texts, advanced research projects.

CROSS-CURRICULAR STRATEGIES

Diverse Text Selection

- Incorporating a wide range of texts to engage different interests, levels, and cultures. Examples include:
 - Narrative and expository literature, as well as “real-world” materials such as brochures, magazine articles, maps, and informational signs.
 - Encourage reading stamina and enjoyment through explicit instruction around student text selections.

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.

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

- Practicing and perfecting the writing cycles for a variety of purposes: planning, drafting, revising, editing, and sharing.
- Exploring how subject area models can be used as frameworks for writing and mentor texts.
- Focusing on students as writers, not editors.
- Increasing writing stamina.
- Enhancing communication using literary techniques.

With ongoing, explicit writing instruction and assessment, students will develop articulate communication skills.

GRADES K-3: BUILDING THE FOUNDATION OF WRITING SKILLS

Basic Handwriting and Letter Formation

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

Simple Sentence Construction

- Forming simple sentences with oral modelling.
- Activities: Building sentences with word cards, writing simple sentences about experiences, creating 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.

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, sequencing sentences.

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 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 reading and analyzing in different genres, 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, 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: MASTERING AND APPLYING WRITING SKILLS

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.
- Activities: Writing workshops, poetry slams, creative writing electives, contest entries.

Preparation for Post-Secondary Writing

- Preparing students for higher education and the workforce writing demands.
- Activities: Post-secondary and scholarship application essays, resume writing.

CROSS-CURRICULAR STRATEGIES

Process Writing Approach

- Emphasizing the writing process: 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 for 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.

VOCABULARY ACQUISITION

DESCRIPTION

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

MAIN FOCUS

Provide explicit oral and written vocabulary-rich experiences to expand vocabulary and enhance communication in all subject areas through:

- Intentional selection of tier 2 and 3 terms for each subject.
- Explicit vocabulary instruction and modelling of morphology study, visual strategies, and context clues for transfer to oral language and writing.

GRADES K-3: BUILDING VOCABULARY

Word 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 Connections

- Understand and use relationships in words (antonym, synonym, homophones, etc.).
- Activities: Sorting and matching games, graphic organizers to show relationships.

GRADES 4-6: ENHANCING VOCABULARY SKILLS

Word Structure Analysis

- Studying morphology to understand bases, prefixes, suffixes, and word origins.
- Activities: Word prediction and word building activities, and word matrices.

Contextual Vocabulary Learning

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

Figurative Language

- Examine and apply figurative language.
- Activities: Identify examples in independent reading and popular culture.

Tools for Application

- Learning to use reference materials to enhance vocabulary and written work.
- Activities: Dictionary and thesaurus scavenger hunts, collaborative vocabulary revisions of writing.

VOCABULARY ACQUISITION

GRADES 7-9: REFINING VOCABULARY SKILLS

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, "Analyze the Impact" tasks.

GRADES 10-12: MASTERING AND APPLYING VOCABULARY SKILLS

Sophisticated Word Analysis

- Exploring advanced word structures, including foreign language influences.
- Activities: Etymological and morphological analysis of advanced vocabulary.

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-CURRICULAR STRATEGIES

Continual Exposure and Usage

- Read aloud/think aloud/shared reading.
- Class discussions with subject-specific target words.
- Using metaphors and analogies to explore subject area concepts.

Personalized Learning Paths

- Adapting vocabulary instruction to individual student interests and needs.

Assessment and Feedback

- Transfer of vocabulary to oral presentations and discussions with teacher observation checklists and to writing assignments.

LITERACY SCREENS/ASSESSMENTS

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 ability and skills.
- 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).

Maze

- Purpose: to screen for possible reading difficulties and to monitor progress in reading development beyond the basic skills development using topic-based texts.
- Assesses students' reading skills such as word reading accuracy, word reading fluency, sentence reading fluency and reading or language comprehension.

PAST (Phonological Awareness)

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

- Assesses a student's phoneme deletion and phoneme substitution skills.

PRT/VE (Personal Response Test/Visual Essay)

- Purpose: provide annual grade level of achievement data about writing ability and skills.
- 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 automaticity and speed for alphanumeric recognition.
- Provides teachers with information on which students might be at risk for reading difficulties.

RCAT (Reading Comprehension Assessment Tool)

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

	READING	WRITING	PROVINCIAL
Kindergarten	EYE	EYE	PAST, RAN, LeNS
Grade One	LeNS, CC3	HLAT	PAST, RAN, LeNS, CC3
Grade Two	LeNS, CC3	HLAT	LeNS, CC3
Grade Three	CC3	HLAT	CC3
Grade Four	RCAT	HLAT	Maze
Grade Five	RCAT	HLAT	Maze
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

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