Board/Authority Authorized Course Literacy Dynamics

School District/Independent School Authority Name: Okanagan Skaha	**School District 67**
Developed by: Shaune Gowe	**Date Developed:** March 8, 2018
School Name: Penticton Secondary	**Principal's Name:** Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Literacy Dynamics 10	**Grade Level of Course:** 10
Number of Course Credits: 2 or 4	**Number of Hours of Instruction:** 60 or 120

Board/Authority Prerequisite(s): Student will be significantly below grade level in reading and writing.

Students who have been recommended through the School Based Team, Learning Centre and/or Counsellor

Special Training, Facilities or Equipment Required: Training and experience in literacy intervention, reading instruction, SMART Reading strategies, knowledge of assessment to diagnose reading challenges

Course Synopsis:

Literacy Dynamics is designed to help severely struggling readers build their reading skills as well as their confidence and enjoyment of reading. Many of these students do not see themselves as readers and feel they "can't" read. Many have not read a full novel in years. This course attempts to change that in a safe and supportive environment. It is taken concurrently with the student's regular English class.

The course will provide:

- Explicit reading instruction with emphasis on vocabulary development, fluency, and reading comprehension.
- A variety of comprehension strategies that will increase understanding of content in the various academic subjects.
- A spelling program
- Opportunity for recreational reading
- Opportunities to explore who they are as a reader, to discover what they enjoy reading
- Activities that build a sense in the student that they ARE a reader, that they CAN read, that reading can be fun
- Direct instruction on the reading process which will help students become strategic readers
- Assistance with assignments and comprehension of work from the students' English class
- Direct instruction to help remediate weaknesses in writing skills
- Direct instruction on what skills effective readers utilize

Goals and Rationale: The goal of this course is to raise students' reading level and skills to help them become more successful in their other classes, and to be functional readers outside of schools. The goal is also to reconnect students with books as a source of learning, enjoyment and personal growth, in other words, to turn them into lifelong readers by helping them learn who they are as a reader.

Aboriginal Worldviews and Perspectives:

This course will include an approach that utilizes First Peoples Principles of Learning in its view of student growth. In particular, it will focus on:

- "Learning involves recognizing the consequences of one's actions."
- "Learning involves generational roles and responsibilities."
- "Learning involves patience and time."
- "Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place."
- "Learning involves exploration of one's identity."   (from www.FNESC.ca)

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BIG IDEAS

Reading is valuable for pleasure and to achieve personal goals.	Understanding who I am as a reader leads to engagement and growth.	Employing specific strategies while reading helps us gain deeper understanding and stronger connections.	Exploring stories and texts helps us understand ourselves and make connections to others and to the world.	Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Reading Decoding Skills and Fluency** • Build word decoding skills through direct instruction and practice in decoding multi-syllabic words using Anita Archer's Rewards program, or similar program • Build reading fluency through repeated timed readings, and through independent reading **Comprehend and connect (reading, listening, viewing)** • Access information and ideas for diverse purposes from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written text • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Build and practice using **reading skills** to gain deeper understanding of a variety of texts • Build and practice utilizing common **reading strategies** of effective readers **Vocabulary Development & Spelling** • Direct instruction to build up vocabulary and spelling abilities closer to grade level • Use of Smart Reading strategies to understand and learn vocabulary from readings, textbooks, and academic course material	*Students are expected to know the following:* Story/text • **forms,** functions, and **genres** of text • **text features** • literary elements • **structures** • literary devices • elements of visual/graphic texts Strategies and processes • **reading strategies** • **oral language strategies** • **metacognitive strategies** • **writing processes**

Create and communicate (writing, speaking, representing)
- Respectfully exchange ideas and viewpoints from diverse perspectives to **build shared understandings and extend thinking**
- Respond to text in personal, creative, and critical ways
- Assess and **refine texts to improve clarity and impact**
- Demonstrate **speaking and listening skills** in a variety of informal contexts for a range of purposes
- Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**
- Express and support an opinion with evidence
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use **acknowledgements** to recognize intellectual property rights

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **Reading skills:** including finding details, finding the main idea, determining sequence of events, drawing conclusions, making inferences, summarizing
- **Reading strategies:** including connecting with the text, predicting, visualizing, reading with a purpose, pause and reflect, chunking, ways of reading actively
- **build shared understanding and extend thinking**:
  - listen to and receptively respond to feedback
  - respond to others' work with constructive feedback
  - be open-minded to divergent viewpoints and perspectives
  - ask questions to promote discussion
  - invite others to share their ideas
  - be willing to support personal perspectives
  - be willing to shift perspective
- **refine texts to improve their clarity, effectiveness, and impact**:
  - creatively and critically manipulate language for a desired effect
  - use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types
- **speaking and listening skills**:
  - speaking skills may include articulating one's ideas with a partner, in a group, and with the whole class
  - strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully
- **writing and design processes**: there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout
- **audiences**: students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations
- **acknowledgements and citations**: includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations

- **reading strategies**: There are many strategies that readers use when making sense of text; students consider what strategies they need to use to "unpack" text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting.
- **metacognitive strategies:** thinking about one's own thinking; reflecting on one's processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning
- **oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **text features:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **writing processes:** There are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing. There are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process

Recommended Instructional Components: The student will be exposed to a variety of learning experiences which promote personal growth in specific targeted areas. The student's abilities will be assessed at the beginning of the course and throughout the course to monitor their progress. An individualized program will be developed for each student determined by individual needs. Small classes of ten or less help create a safe group dynamic that encourages each individual to engage fully. Use of Smart Learning strategies by Susan Close are highly recommended.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Student evaluation is based on the student meeting the learning outcomes. A pre-test and post-test such as the Gray Oral Reading Assessment is used to help design individual student goals and to measure progress at the end of the course.

Other assessment is done on an on-going basis and could include the use of the following assessment methods:

- Teacher observation
- Student self-reflection and self-evaluation
- Student development of personal goals and learning plan
- Jerry John's Reading Inventory
- Student conferences
- WIAT assessments
- Checklists
- Peabody Picture Vocabulary assessment
- Rubrics
- Feedback from student's English teacher
- Gray Oral Reading Assessment

Learning Resources:

Archer, A., Gleason, M., Vachon, V. *Rewards*. Longmont, CO: Sopris West, 2000.

Burke, J. *50 Essential Lessons: Tools and Techniques for Teaching English Language Arts*. Portsmouth, NH: Heinemann, 2007.

Robb, L. *Reader's Handbook: A Student Guide for Reading and Learning.* Wilmington, MA: Great Source, 2002.

Orca Publishing Orca Soundings, Orca Sports, Rapid Reads high interest, low readability novels

Jamestown Publishing has highly engaging materials for reading instruction for teenagers at many different reading levels.

Additional Information: