Reading15-3

Reading15-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	75.00	09/01/2016	08/31/2020	Acquired	Authorization	G10 G11 G12
15-5	125.00	09/01/2016	08/31/2020	Acquired	Authorization	G10 G11 G12

Course Description

In Reading 15 and Reading 25 students will engage with a wide range of texts including but not limited to those that they need to be able to read in order to hone the competencies necessary to achieve success in their senior high school courses across the curriculum and in their lives beyond school.

Course Prerequisites

Reading 15 no pre-requisite

Sequence Introduction (formerly: Philosophy)

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

Most of the texts that students encounter in school, post-secondary education, in the workplace and in their leisure time pursuits will combine print and visual elements. Therefore, students need to understand how print and visual elements work together in order to construct the meaning of a text.

These courses have at their heart the belief that senior high school students who require extra support to develop strong reading skills require deliberately taught, selected and self-regulated strategies upon which to draw on to help them construct the meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

Student Need (formerly: Rationale)

This locally developed course is intended to help students develop a wider range of strategies that they can use more independently before, during and after reading to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Students receive orientation to reading habits, writing processes, oral communication, and thinking skills. Students who possess a wide variety of self-regulated strategies will move towards increasing independence in improving literacy skills Students will develop confidence and provide motivation to succeed in active reading in school and daily life.

Working within the students' zone of proximal development (i.e., just ahead of what the student can do independently) teachers will select instructional approaches and materials that will provide the scaffolding (through building relevant background knowledge, reading aloud, modeling, shared reading, guided reading, guided practice, etc.) to help students develop a wider range of strategies that they can draw upon and use independently before, during and after reading to make sense of and enjoy texts. Diagnostic classroom activities at the start of the program can provide teacher with information in order to tailor program needs of individual students.

In Reading 15 and Reading 25 students will engage with a wide range of texts including but not limited to those that they need to be able to read in order to hone the competencies necessary to achieve success in their senior high school courses across the curriculum and in their lives beyond school. The texts students study can also include online and print resources they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Reading 15 and Reading 25 should also give particular emphasis to texts that students choose to read for their own interest and pleasure.

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to respond to the needs of the Learner to reach their individual learning potential to become "Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit, who contribute to a strong and prosperous economy and society."

Scope and Sequence (formerly: Learner Outcomes)

General and specific outcomes in Reading 15 and 25 courses support the development of competencies

Guiding Questions (formerly: General Outcome

1   Acquire, apply and adapt personal strategies, before reading, to assist in activating prior knowledge and anticipating the meaning of texts

2   Acquire, apply and adapt personal strategies, during reading, to assist in constructing the meaning of texts

3   Acquire, apply and adapt personal strategies, after reading, to assist in interpreting, challenging and deliberating upon the meaning of texts

4   Demonstrate and enact the attitudes and characteristics necessary for reading fluency

5   Read in both functional and leisure contexts for information, enjoyment and engagement in the world

Learning Outcomes (formerly: Specific Outcomes)

	15-3 15-5
1 Acquire, apply and adapt personal strategies, before reading, to assist in activating prior knowledge and anticipating the meaning of texts	
1.1 Establish, decide, and determine level of attention and purpose for reading in a variety of contexts	X X
1.2 Understand that reading takes place in different contexts and for different purposes	X X
1.3 Make predictions and ask critical questions to provide a focus during reading	X X
1.4 Preview, identify and explain features that will assist in meaning making of text (such as, but not limited to: title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, captions, etc.) with increasing independence	X X
1.5 Identify, explain, and distinguish a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text (including, but not limited to, narrative, chronological, descriptive, summary, example, comparison and contrast, problem and solution, cause and effect, analogy, inductive reasoning/argument, and deductive reasoning/argument) while previewing the text consistently and independently	X X
1.6 Select a reading strategy or strategies to use and plan to adjust reading speed and intensity appropriately for the purpose, style, and difficulty of text	X X

	15-3 15-5
2 Acquire, apply and adapt personal strategies, during reading, to assist in constructing the meaning of texts	
2.1 Understand and work to develop the strategies necessary to maintain focus and concentration while reading a variety of texts for different purposes	X X
2.2 Develop, select and employ appropriate and effective reading comprehension strategies to build comprehension	X X

2.3 Make personal connections, show engagement with texts and share evolving understandings in a variety of ways/contexts	X	X
2.4 Confirm and adjust predictions, and ask questions in a self- regulated and deliberate manner while reading	X	X
2.5 Read recursively for understanding and to adjust meaning and challenge interpretations	X	X
2.6 Examine and apply understanding of text features (to construct meaning independently while reading	X	X
2.7 Acquire and select from and employ a variety personally meaningful and effective strategies for documenting evolving understandings while reading	X	X
2.8 Explore, experiment, and Enhance comprehension by considering the effect on understanding of transitions or words that signal a sequence, comparison contrast, or additional information, problem and solution, cause and effect	X	X
2.9 Explore the effectiveness and purpose of various kinds of text structures and ways to develop ideas (including, but not limited to narrative, chronological, descriptive, summary, example, comparison and contrast, problem and solution, cause and effect, analogy, inductive reasoning/argument, deductive reasoning/argument) consistently and independently to construct meaning	X	X
2.10 Create personally meaningful and effective frameworks for documenting evolving understandings while reading	X	X
2.11 Adjust purpose, intensity and rate of reading as necessary in diverse reading contexts	X	X
2.12 Use skimming and scanning appropriately and independently	X	X
2.13 Use context to determine denotations and connotations of words	X	X
2.14 Identify and understand how subject specific academic vocabulary enhances and/or impedes meaning	X	X
2.15 Identify inaccuracies and/or bias, adjust interpretations when inaccuracies and/or biases in texts are evident	X	X

2.16 Recognize, identify and consider the effect on meaning of deliberately chosen literary, grammatical and mechanical techniques	X X

3 Acquire, apply and adapt personal strategies, after reading, to assist in interpreting, challenging and deliberating upon the meaning of texts	**15-3 15-5**
3.1 Describe, discuss, analyze and evaluate how personal connections made with characters, ideas and /or information in a text influence understanding	X X
3.2 Review and reflect on the accuracy of predictions and the need to modify them when encountering new information	X X
3.3 Distinguish between main ideas and supporting details	X X
3.4 Use key words and subject specific phrases from a text accurately in discussion or written reflection	X X
3.5 Integrate and synthesize ideas and/or information effectively	X X
3.6 Draw appropriate inferences when encountering diverse texts	X X
3.7 Reflect on the effectiveness of reading strategies employed, identify personally meaningful strategies and set goals to develop and refine strategies	X X
3.8 Apply relevant information and ideas in specific contexts and for specific purposes. For example, follow instructions in a manual, fill a work order, write a lab report, solve a math problem, repair an engine, etc.	X X
3.9 Generate and pursue questions for further reflection and/or research	X X

4 Demonstrate and enact the attitudes and characteristics necessary for reading fluency	**15-3 15-5**
4.1 Engage actively and deliberately in constructing the meaning of a text independently and as a member of a group	X X
4.2 Recognize and respond to challenges when constructing meaning by taking risks and making hypotheses	X X

4.3 Understand that texts are created for different purposes and audiences	X X
4.4 Understand that text creators have different voices and styles and work to identify and develop curiosity around these differences and their impact on meaning making	X X
4.5 Make meaning of ambiguity in text	X X
4.6 Explore and explain how and why one disagrees with some of the ideas encountered in texts and articulate differences in opinion in respectful and well supported ways	X X
4.7 Respond critically and with curiosity to increasingly sophisticated ideas and information in texts	X X
4.8 Create original texts and those inspired by and in response to those that have been studied	X X
4.9 Experiment with different voices and styles in text creation	X X
4.10 Use metacognition to reflect on the meaning making process and recognize individual strengths and needs before, during and after reading	X X

5 Read in both functional and leisure contexts for information, enjoyment and engagement in the world	**15-3 15-5**
5.1 Explore, access and appraise texts that meet personal needs for information to supplement course work and to broaden personal knowledge and understanding across the subject disciplines	X X
5.2 Explore texts that are related to personal interests and that provide pleasure and personal satisfaction	X X
5.3 Independently, use the classroom, school, internet, and community library to choose appropriate texts	X X
5.4 Demonstrate an enthusiasm for reading as a valuable leisure activity and a compliment to life-long learning by taking time to read daily	X X

Facilities or Equipment

Facility

Standard School Facilities with access to Learning commons

Facilities:

Equipment

Standard School Equipment such as, but not limited to, computers, assistive technology, and other on-line resources

Learning and Teaching Resources

High quality literature, both fiction and non-fiction, would form the basis of student le
resources for this Locally Developed Course.

Sensitive or Controversial Content

All controversial matter will be referred to Administrative Procedure #103 - Safe and Caring Schools.

Issue Management Strategy

Health and Safety

External resources such as guest speakers must be approved by school administration and may be subject to independent contract agreement as per Red Deer Catholic Regional Schools.

All Off-site activities are organized according to Red Deer Catholic Regional Schools Admin Procedure 342 Field trips and Other Curricular Activities.

Red Deer Catholic Regional Schools Administrative Procedure 113– Occupational Health and Safety sets out responsibilities for safe working conditions.

Risk Management Strategy

Statement of Overlap with Existing Programs

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Student Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from http://www.jstor.org/stable/20442125

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

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Course Approval Implementation and Evaluation