Locally Developed Courses

Reading

For the 2024-2025 School Year

Introduction to the Reading Course Sequence

Subject: Languages - Discipline: Other English

In Reading students will engage in diverse reading experiences with a focus on developing positive reader identity within an inclusive literacy environment. To do this, students will solidify and strengthen foundational reading skills to develop their reading comprehension across genres. The texts encountered in this course sequence progress from straightforward, to complex, to more sophisticated. Text forms and structures students encounter may vary, but the emphasis will be on written texts. The texts students' study can also include texts they encounter in career exploration and texts they are required to read in the workplace, in courses such as the Registered Apprenticeship Program, Work Experience, and Career and Technology Studies. Texts studied in this course will also give particular emphasis to texts that students choose to read for their own interest and pleasure. The reading skills gained through this course will allow students to achieve success in their senior high school courses as well as transfer their knowledge to multiple situations and contexts beyond school.

Student Need

This locally developed course is intended for any student who requires additional support with foundational reading skills. This will help students reconnect with positive reading experiences, strengthen their foundational reading skills, and develop a wider range of strategies to help them critically construct the meaning of texts they encounter in an academic environment and in their daily lives. Teachers will utilize diagnostic assessments to know students as readers and to determine appropriate instructional approaches and materials that will provide scaffolding to support each individual students' growth as a reader.

Courses in the Reading Course Sequence

Reading Development 15 (LDC1311)

Students will participate in literacy learning meant to strengthen and refine their language comprehension and word recognition skills while continuing to build positive reading identities. Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Students will learn and apply reading strategies with an emphasis on synthesizing and evaluating while reading increasingly complex and connected texts. The reading skills gained through this course will support students' disciplinary literacy and their ability to transfer their knowledge to multiple situations and contexts beyond school.

None

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Reading Foundations 15 (LDC1296)

Students will participate in learning meant to positively support their identities as readers within a rich literacy environment.This course will strengthen students' language comprehension, which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, as well as word recognition, which includes phonological awareness, decoding, and sight recognition skills so that they can experience success in academic and social contexts. . Students, supervised by their teacher, will complete diagnostic assessments to understand the skills and next steps to support their reading development. Through a variety of texts and activities, students will build their confidence, motivation, metacognition and strategy use while reading. Students will learn specific reading strategies and apply these to a variety of diverse and increasingly complex texts with an emphasis on predicting, inferring, making connections, and summarizing.

None

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2024-2025	2027-2028
5	2024-2025	2027-2028

Curriculum Outline

Curriculum Elements		Reading Development 15-3	Reading Development 15-5	Reading Foundations 15-3	Reading Foundations 15-5
1	**Topic** Self-Regulation During Reading	✓	✓	✓	✓
1.1	**General Outcome** How can students read and understand themselves as a reader in both functional and leisure contexts?	✓	✓	✓	✓
1.1.1	**Specific Outcome** Identify individual strengths and needs in reading acquisition process	✓	✓	✓	✓
1.1.2	**Specific Outcome** Select texts to meet personal needs, broaden knowledge across disciplines and real-world applications	✓	✓	✓	✓
1.1.3	**Specific Outcome** Identify and share texts that are related to personal interests and that provide joy and personal satisfaction	✓	✓	✓	✓
1.1.4	**Specific Outcome** Establish, decide, and determine level of attention and purpose for reading in variety of diverse contexts	✓	✓	✓	✓
1.1.5	**Specific Outcome** Create personally meaningful and effective processes to demonstrate active interaction with text to document evolving understandings while reading	✓	✓	✓	✓
1.1.6	**Specific Outcome** Participate in communal and collaborative reading experiences that support the building of positive reading identities	✓	✓	✓	✓
2	**Topic** Strategy Use Before, During, and After Reading	✓	✓	✓	✓
2.1	**General Outcome** How can personal reading strategies assist in activating, anticipating and consolidating meaning in texts?	✓	✓	✓	✓
2.1.1	**Specific Outcome** Identify, select and employ appropriate strategies to build meaning while reading.	✓	✓	✓	✓
2.1.2	**Specific Outcome** Identify and choose texts specific for different contexts and purposes			✓	✓

Curriculum Elements			Reading Development 15-3	Reading Development 15-5	Reading Foundations 15-3	Reading Foundations 15-5
2.1.3	**Specific Outcome** Compare and explain the ways that reading takes place in different contexts and for different purposes.		✓			
2.1.4	**Specific Outcome** Evaluate a variety of texts and their appropriateness for reading that takes place in different contexts and for different purposes.			✓		
2.1.5	**Specific Outcome** Use skimming and scanning to preview texts				✓	
2.1.6	**Specific Outcome** Make predictions to provide a focus prior to reading				✓	✓
2.1.7	**Specific Outcome** Continually make predictions while reading				✓	✓
2.1.8	**Specific Outcome** Confirm predictions while reading					✓
2.1.9	**Specific Outcome** Adjust predictions while reading		✓	✓		
2.1.10	**Specific Outcome** Reflect on the accuracy of predictions and the need to modify them when encountering new information			✓		
2.1.11	**Specific Outcome** Ask text-dependent questions based upon a literal understanding of text				✓	✓
2.1.12	**Specific Outcome** Ask text-dependent questions based upon knowledge of text form and structure.					✓
2.1.13	**Specific Outcome** Ask text-dependent questions based upon an inferential understanding of text		✓	✓		
2.1.14	**Specific Outcome** Reread for understanding				✓	
2.1.15	**Specific Outcome** Reread to adjust meaning					✓
2.1.16	**Specific Outcome** Reread to challenge interpretations of familiar texts		✓			

Curriculum Elements		Reading Development 15-3	Reading Development 15-5	Reading Foundations 15-3	Reading Foundations 15-5
2.1.17	**Specific Outcome** Reread to challenge interpretations across contexts		✓		
2.1.18	**Specific Outcome** Distinguish between main ideas and supporting details	✓	✓	✓	✓
2.1.19	**Specific Outcome** Paraphrase and summarize ideas and/or information			✓	✓
2.1.20	**Specific Outcome** Draw appropriate inferences when reading			✓	✓
2.1.21	**Specific Outcome** Integrate and synthesizes ideas and/or information	✓	✓		
2.1.22	**Specific Outcome** Evaluate own understanding of text such as words and/or meaning	✓	✓		
3	**Topic** Word Recognition			✓	✓
3.1	**General Outcome** How does word recognition assist in reading comprehension?			✓	✓
3.1.1	**Specific Outcome** Apply knowledge of increasingly more complex grapheme-phoneme correspondences when identifying graphemes by name and phonemes by sound			✓	
3.1.2	**Specific Outcome** Apply phonological and phonics knowledge to decoding and encoding to demonstrate the ability to segment and blend letter sounds when reading in increasingly complex and multisyllabic words.			✓	✓
3.1.3	**Specific Outcome** Apply knowledge of high frequency words to understand texts.			✓	✓
4	**Topic** Language Comprehension	✓	✓	✓	✓
4.1	**General Outcome** How can components of language comprehension assist in reading comprehension?	✓	✓	✓	✓

Curriculum Elements		Reading Development 15-3	Reading Development 15-5	Reading Foundations 15-3	Reading Foundations 15-5
4.1.1	**Specific Outcome** Share personal connections to texts and evolving understandings in a variety of ways/contexts	✓	✓	✓	✓
4.1.2	**Specific Outcome** Describe and explain how personal connections made with characters, ideas and/or information in a text influence understanding			✓	✓
4.1.3	**Specific Outcome** Analyze and assess how personal connections made with characters, ideas and/or information in a text influence understanding	✓	✓		
4.1.4	**Specific Outcome** Examine and apply understanding of text features to construct meaning independently while reading	✓	✓	✓	✓
4.1.5	**Specific Outcome** Describe the effect on understanding of transitions or words that signal a sequence, comparison contrast, or additional information, problem and solution, cause and effect			✓	✓
4.1.6	**Specific Outcome** Analyze the effectiveness and purpose of various kinds of text structures and ways to develop ideas that construct meaning	✓	✓		
4.1.7	**Specific Outcome** Identify features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions			✓	✓
4.1.8	**Specific Outcome** Explain features that will assist in meaning making of text that would include title, table of contents, glossary, index, headings, subheadings, bold fonts, colour, definitions, photographs, drawings, diagrams, graphs, and captions	✓	✓		
4.1.9	**Specific Outcome** Identify and explain a variety of textual structures and how ideas and/or information are developed in order to anticipate how to construct the meaning of a text			✓	✓
4.1.10	**Specific Outcome** 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	✓	✓		
4.1.11	**Specific Outcome** Identify and explain the effect on meaning of deliberately chosen grammatical and mechanical techniques	✓	✓	✓	✓
4.1.12	**Specific Outcome** Identify and explain the effect of deliberately chosen literary devices on meaning	✓	✓	✓	✓

Curriculum Elements		Reading Development 15-3	Reading Development 15-5	Reading Foundations 15-3	Reading Foundations 15-5
5	**Topic** Bridging Processes to Support Reading	✓	✓	✓	✓
5.1	**General Outcome** How does reading fluency support effective reading comprehension?	✓	✓	✓	✓
5.1.1	**Specific Outcome** Adjust reading rate to demonstrate appropriate emphasis on words, phrasing, expression and use of punctuation			✓	✓
5.1.2	**Specific Outcome** Self-monitor reading fluency and track accuracy, automaticity and prosody when reading			✓	✓
5.1.3	**Specific Outcome** Adjust reading rate to suit reading needs in a variety of diverse contexts	✓	✓		
5.2	**General Outcome** How does background and vocabulary knowledge support effective reading comprehension?	✓	✓	✓	✓
5.2.1	**Specific Outcome** Use appropriate resources and processes to build background knowledge prior to reading to support comprehension	✓	✓	✓	✓
5.2.2	**Specific Outcome** Activates background knowledge to support comprehension of text	✓	✓		
5.2.3	**Specific Outcome** Identify how the meaning of common tier 2 vocabulary change across disciplines and explain how this change in meaning impacts ability to engage within the discipline				✓
5.2.4	**Specific Outcome** Apply knowledge of word parts, including roots and affixes to predict and confirm meanings of words				✓
5.2.5	**Specific Outcome** Use knowledge of common roots and affixes to infer meaning of unfamiliar, tier 3, words across disciplines	✓			
5.2.6	**Specific Outcome** Use tier 2 and 3 vocabulary encountered in text within discussion, written reflection or representation		✓		