

Locally Developed Course Outline

Practical Literacy 7-8-9 (2023)



Submitted:

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Course Description:

Practical Literacy 7-8-9 aims to introduce and enhance a range of literacy skills that empower students to think critically and learn effectively across various subject areas. While acknowledging the traditional definition of literacy as reading and writing, this course goes beyond that to emphasize the role of literacy as a powerful tool for meaningful engagement with society (NCTE 2020).

According to UNESCO, literacy is not only about reading and writing, but also encompasses the ability to identify, understand, interpret, create, and communicate in an ever-evolving digital, text-mediated, information-rich, and rapidly changing world. As technology advances, new forms of literacy emerge, necessitating an urgent need for the education system to equip students with the ability to recognize, adapt to, and leverage the significance of being literate adults.

The outcomes of this course incorporate the competencies, Alberta Education's [Ministerial Order on Student Learning \(#028/2020\)](#), as well as supporting *students in gaining the knowledge and skills needed to form the foundations for successful and fulfilling lives, and to make meaningful contributions to their communities and the world.* ([Alberta Education Guide to Education May 2023](#)).

- Critical Thinking
- Problem Solving
- Managing Information
- Creativity and Innovation
- Communication Collaboration
- Cultural and Global Citizenship
- Personal Growth and Well-Being

Student Need:

This locally developed course aims to equip students with a diverse set of literacy skills and strategies that enable their success in various situations both within the classroom and in their lives beyond school. Students will engage in explicit and structured reading instruction, accompanied by opportunities to connect literacy skills to broader contexts. The course is divided into two overarching outcomes, which are not meant to be taught in isolation but rather integrated and interconnected throughout its duration. The Five Pillars of Reading will serve as the framework for fostering students' growth in foundational literacy skills, including phonics, phonemic awareness, fluency, vocabulary, and comprehension. As students gain confidence, they will increasingly become effective communicators by participating in meaningful and purposeful contexts.

The ultimate objective of this course is to empower students to develop their literacy skills, enabling them to think critically, collaborate with others, and have a positive impact on the world around them.

Scope and Sequence (Learner Outcomes):

This course will focus on the literacy processes that will support the learning outcomes connected to the following themes:

1. Explicit & Systematic Reading Instruction
 - a. Phonics
 - b. Phonemic Awareness
 - c. Fluency
 - d. Vocabulary
 - e. Comprehension
2. Literacy in a Variety of Contexts

Guiding Questions (General Outcomes):

1. How can a focus on the Five Pillars of Reading improve literacy?
2. Where can recognizing other forms of literacy help extend our ability to effectively communicate?

Learning Outcomes (Specific Outcomes):

How can a focus on the Five Pillars of Reading improve literacy?	7	8	9
Demonstrate the oral language skills needed to successfully isolate, blend, segment, and manipulate sounds in spoken words (<i>Phonemic Awareness</i>).	✓	✓	✓
Explore the connection between phonemes (sounds) and graphemes (letters) (<i>Phonics</i>).	✓	✓	✓
Decode a variety of texts by applying an understanding of phonics to increasingly difficult texts (<i>Phonics</i>).	✓	✓	✓
Demonstrate accuracy, appropriate pace, and prosody when reading a variety of texts (<i>Fluency</i>).	✓	✓	✓
Break words down into their smallest parts (morphemes), examining how adding or subtracting affixes can change the meaning of words (<i>Vocabulary</i>).	✓	✓	✓
Recognize the predictable patterns in English spelling (orthography) through the systematic study of morphemes and word origins (<i>Vocabulary</i>).	✓	✓	✓
Recognize words that have been added to the English language or have changed their meaning over time (<i>Vocabulary</i>).	✓	✓	✓
Identify and apply strategies to increase reading stamina and allow for deeper interpretation of texts (<i>Comprehension</i>).	✓	✓	✓
Select appropriate comprehension strategies (predicting, inferring, making connections, summarizing, synthesizing, and evaluating) to engage with texts in a way that supports critical thinking (<i>Vocabulary</i>).	✓	✓	✓
Use collaboration, conversation, and text interaction as methods for text interpretation and comprehension (<i>Vocabulary</i>).	✓	✓	✓

Where can recognizing other forms of literacy help extend our ability to effectively communicate?	7	8	9
Discuss the meaning and purpose of <i>communication</i> and explore examples within human, animal, natural, and digital environments.	✓	✓	✓
Identify and explore literacy in a variety of contexts (<i>text, visual, digital, mechanical, physical, social, and emotional</i>).	✓	✓	✓
Analyze the effect of a variety of information sources used for the purpose of communication (<i>print, film, television, images, art, media, digital, audio, land</i>).	✓	✓	✓
Create and evaluate an individually appropriate set of goals to strengthen literacy skills.	✓	✓	✓
Compare and contrast communication for differing situations (<i>method, tone, and audience</i>).	✓	✓	✓
Create a common message to convey information to a variety of audiences (<i>parent, teacher, employer, friend, public, and social media</i>).	✓	✓	✓

Explore the language and structure of a variety of contexts in professional situations (<i>volunteer and job opportunities</i>).	✓	✓	
Create text to respond to a variety of vocational/career readiness contexts (<i>job application, cover, letter, resume, and work communication/email</i>).		✓	✓
**Explore Indigenous ways of knowing and learning from living in reciprocity with the land.	✓	✓	✓
Explore and evaluate digital accessibility tools (<i>Read & Write for Google Chrome, spellcheck, grammar check, online dictionary/thesaurus, and text to speech</i>).	✓	✓	✓
Identify criteria to assess the reliability and credibility of sources of information (<i>disinformation vs. misinformation</i>).	✓	✓	✓
Critically evaluate a variety of online sources to determine credibility and validity.	✓	✓	✓
Explore the practical applications and future implications of digital literacy and computer science.	✓	✓	✓

Facilities or Equipment

Facilities

No special facilities required.

Equipment

No special equipment required.

Learning and Teaching Resources

****Required Resource:** To meet the outcome “Explore Indigenous ways of knowing and learning from living in reciprocity with the land,” teachers will need to work with EIPS’ First Nations, Métis, and Inuit Consultant Team.

Recommended Resources:

- [Heggerty Primary Extension Phonemic Awareness Program](#)
- [Heggerty Bridge the Gap Phonemic Awareness Program](#)
- [Reading and Writing Comics: Intensive Phonemic Awareness and Phonics Instruction for Select Students](#)
- [Under One Sun](#)
- [The Reading Strategies Book 2.0 by Jennifer Serravallo](#)
- [When Kids Can’t Read by Kylene Beers](#)
- Digital Literacy: [Read & Write for Google Chrome Learning Resources](#)
- Digital Literacy: [CTRL-F: Find the Facts](#) (supporting students evaluate online information)
- Digital Literacy: [EIPS EdTech Coding in the Classroom Resources](#)
- Digital Literacy: [ATA MakerSpace Kits Lending Library](#)
- [Learning the Land](#)

Literacy. (2023, February 2). Retrieved May 2, 2023, from <https://www.unesco.org/en/literacy/need-know>

Literacy is More than Just Reading and Writing. (2020, March 23). Retrieved May 2, 2023. [Literacy is More than Just Reading and Writing - National Council of Teachers of English \(ncte.org\)](#)

Audrey Watters, “New Literacies in the Classroom” [www.modernlearners.com/new-literacies-in-the-classroom](http://modernlearners.com/new-literacies-in-the-classroom).
<http://modernlearners.com/wp-content/uploads/2014/11/Rethinking-the-definition-of-Literacy-1.pdf>

Assessment Standards

Assessment practices will follow board policies ([Administrative Procedure 360: Learning Assessment](#)). No unique assessment is required.

Sensitive or Controversial Content

The content of some reading materials may be considered controversial. Schools will determine the suitability of content by using the school's guidelines for library materials and resources. Self-selected texts provided by students from outside of the school environment can be monitored by the teacher for appropriateness.

[Administrative Procedure 205: *Controversial Issues and Resources*](#)

According to Section 58.1 (1) Notice to Parent of the [Education Act](#), “A board shall provide notice to a parent of a student where courses of study, educational programs or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.”

Issue Management Strategy

Health and Safety

Classroom setting – no unique health and safety issues.

Risk Management Strategy

Statement of Overlap with Existing Programs

English Language Arts 7-8-9

Reasoning For LDC

Students often require additional time to explore reading strategies to be successful. This course will focus on providing students with explicit and systematic reading instruction that will assist with meeting and extending curricular outcomes in the classroom, as well as providing opportunities for exploring diverse modes of literacy.

School Authority Monitoring and Evaluation

The school's principal will ensure that the outcomes of this course are being met. Teachers will ensure that they are meeting the guidelines under which the course was intended. Instructional Supports will regularly review this Locally Developed Course.