Board Authorized Course Rubric

Course Name: Foundations of English Literacy: Reading and Writing

Developed By: Rebecca Kandal

School: All secondary

Principal: Lynette Power

1. Course Title:
- ☑ Not the same as any other Ministry-developed courses
- ☑ Includes grade level 10, 11, 12 in the course name.

Comments:

2. Grade level:
- ☑ Reflects the appropriate level of instruction
- ☑ If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

3. Number of credits:
- ☑ Number of credits is indicated (1,2,3,4)
- ☑ Credit value accurately reflects the length and scope of the course
  * Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

4. Course Synopsis:
- ☑ Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

5. Goals and Rationale:
- ☑ Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- ☑ Identifies 4 to 8 goals
- ☑ Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- ☑ Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

6. Aboriginal Worldviews and Perspectives:

☑ A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

7. Organizational Structure:

☑ Content, competencies, and big ideas are assessable, observable, and understood by students and parents

☑ Content (*know*): includes essential topics and knowledge taught in the course

    ☑ does not significantly overlap new Ministry curriculum content

☑ Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop

    ☑ may have some or all of the curricular competencies of a Ministry-developed course

☑ Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course

    ☑ may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

8. Recommended Instructional Component: makes clear the intent of the learning standards

☑ there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)

    ☑ Appropriate balance of various learning standards

    ☑ Variety of approaches, including both innovative and "tried and true"

    ☑ Activities that draw from and build on prior learning

    ☑ Various learning styles

    ☑ Activities that are transferable to other contexts

Comments:

9. Recommended Assessment Component:

    ☑ involves a wide variety of methods or tools (examples are provided)

    ☑ measures competency acquisition

    ☑ evaluates students' progress toward meeting learning standards (know, understand, and do)

    ☑ is fair, transparent, meaningful and responsive

    ☑ is ongoing, timely, specific and embedded in day to day instruction

☑ provides varied and multiple opportunities for learners to demonstrate learning

☑ communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

10. Learning Resources:

☑ Age appropriate

☑ Support learning standards

☑ Takes into account the needs of the learners

☑ Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

☑ Yes

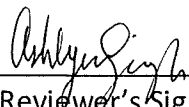❑ No

Changes required before recommendation:

N/A

Rejected for the following reasons:
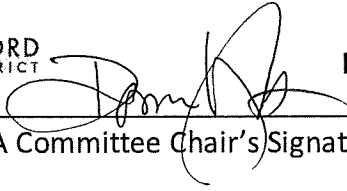
Recommended following required changes:

❑ Yes

❑ No

Date: April 30, 2024

Reviewer's Signature

BAA Committee Chair's Signature

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Date approved by the Board of Education:

Board/Authority Authorized Course: Foundations of English Literacy: Reading and Writing	

School District/Independent School Authority Name: Abbotsford School District	**School District/Independent School Authority Number** (e.g. SD43, Authority #432): SD34
Developed by: Rebecca Kandal	**Date Developed:** April 12, 3024
School Name: Developed at CORE for RJSS, WJM, ASSS	**Principal's Name:** Lynette Power
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
For Indigenous Focused Courses: Signature of local First Nation Representative granting approval of this course as an Indigenous-Focused graduation requirement:	
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: BAA Foundations of English Literacy: Reading and Writing	**Grade Level of Course:** 10-12
Number of Course Credits: 4	**Number of Hours of Instruction:** 100
Course Code:	

Board/Authority Prerequisite(s): *Are there any prerequisites to this course?* ELL Level 1 or 2 designation.

Special Training, Facilities or Equipment Required: *beyond regular classroom supplies and teacher training, is there anything specific that is needed that is unique to this course?)*

- Students require access to technology (laptops or tablets)
- ELL trained teacher

- Teachers must attend training or ongoing professional development in foundational literacy instruction (in conjunction with Early Learning Helping Teachers)
- Teacher must have training or knowledge relevant to the literacy needs of SLIFE (students with interrupted or limited education)
- Must have SIOP training or take it in conjunction with teaching the course

Course Synopsis: *(A brief description of what the course is about)*

This course prepares students to learn in English by developing competency in reading and writing. Through a focus on learner identity ("funds of knowledge") and using knowledge of their home languages, students will explore elements of written texts in English that are relevant to their academic context and daily lives. This course is intended to increase student confidence and competence in English reading and writing and build the foundations for content acquisition in academic subjects.

Goals and Rationale: *4-8 Goals (What are the goals that you hope to achieve by having students take this course; what will they be able to do with what they learn? Rationale- why are you designing and offering this course for your school/district?*

This course strives to have students achieve the following:

- Understand the context and norms of learning and communicating in social environments in BC through reading and writing.
- Describe personal and cultural identity in relation to cultural norms in BC, including Indigenous cultures and cultural practices
- Develop foundational reading and writing English skills
- Use English oracy to develop reading and writing literacy skills
- Appropriately use (digital) tools to transition from using their home language to production in English

Aboriginal Worldviews and Perspectives: *Which of the following First Peoples' Principles are reflected in this course and how is it reflected? (Make an authentic connection by providing an example of how your teaching/instruction or a learning activity might connect to it. If you aren't doing it, don't include it)*

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Language and text can be a source of creativity and joy.	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	Developing our understanding of how language works allows us to use it purposefully.	Texts are socially, culturally, and historically constructed.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Letters and phonics	Strategies and processes
• Identify Letters	
• Identify letter sounds	• reading strategies
• Identify and blend phonemes into words	• metacognitive strategies
• Apply phonological concepts of substitution, deletion, and addition	• text features
• Identify and create rhyming words (word patterns and word families)	• Comprehension strategies
	• writing processes
Sentences and paragraphs	• concepts of print
• Create sentences with clear meaning	
• Create texts and stories with a beginning, middle, and end	Language features, structures, and conventions
• Use foundational concepts of print, oral, and visual texts	• letter knowledge
• Plan and create a variety of communication forms for different purposes and audiences	• letter formation
	• word patterns, word families
•	• the relationship between reading, writing, and oral language
Comprehension Strategies	• phonemic and phonological awareness
• Engage actively as listeners, viewers, and readers	o Substitution, deletion, and addition
• Use personal experience and knowledge to connect to stories and other texts to make meaning	• sentence structure and grammar
• Apply comprehension strategies (see elaborations)	• conventions
• Understand the role of spelling and morphology to comprehension	• paragraph structure
Academic Preparedness	

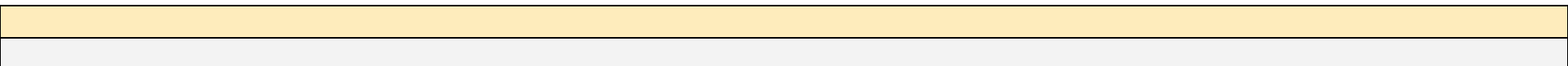|	
• Use mathematical vocabulary and language to contribute to mathematical discussions. • Communicate mathematical thinking in many ways • Connect mathematical concepts to each other and to other areas and personal interests. • Reading and analyzing a scientific paragraph and identifying the key concept • Using a key idea to predict future results (math and science) such as trends in data, or identifying a pattern • Develop problem solving strategies for word problems. • Demonstrate an understanding of academic integrity and respect for Indigenous protocols Technology • Creating infographics/presentations • Using tools like AI ethically • Corresponding digitally • Navigating digital tools	• [Formal and informal language conventions (register)](#) **Academic Preparedness** - Math/Science Vocabulary - Conversions and proportions - Academic ethics - Guidelines and protocols for sharing knowledge, both academic and Indigenous - Digital tools

Curricular Competencies – Elaborations

- Apply comprehension strategies
  - Monitor Comprehension shares ways readers keep track of their thinking and monitor their understanding as they read.
  - Activate & Connect alerts students to the impact background knowledge has on their learning and supports them to connect the new to the known.
  - Ask Questions highlights how readers can use questions to clarify unfamiliar ideas and discover new information.
  - Infer & Visualize teaches students how to use context clues and text evidence to draw conclusions about and crack open the new concepts and big ideas in a text.
  - Determine Importance helps students identify, organize, and share the important ideas and information in a text.
  - Summarize & Synthesize encourages students to go beyond the simple restating of facts, to pull together their thinking and use all the strategies to understand big ideas.

- Navigating digital calculators and programs such as Excel, Desmos, Delta Math, PHET labs and other common digital resources
- Navigating digital resources to support learning such as YouTube, Kahoot! Quizlet, etc.
- Corresponding digitally (teams, email)

Content – Elaborations

- Formal and informal language conventions (register)
  - The language students use in a professional setting is not the same as what they would use in a social setting
  - **Math/Science Vocabulary:** Estimation, Evaluate, Describe, Analyze, Justify, Predict, Synthesis, Conversion
  - Conversions and proportions: time/speed/distance, or doubling/halving recipes
  - Digital tools: Excel, Desmos, Delta Math, PHET labs and other common digital resources
  - Phonological skills: substitution, deletion, and addition

Recommended Instructional Components:

- **Direct Instruction** (*is instructor-directed. It is useful for providing information or developing step-by-step skills. Some examples are lecture, questioning, explicit teaching and demonstrations.)*
- **Indirect Instruction** *(is mainly learner-driven with the teacher becoming a facilitator, supporter and resource person. Some examples of indirect instruction are problem-solving, case studies, close activities, reading for meaning, reflective discussion and concept mapping).*
- **Experiential Learning** (*is learner-focused and activity-oriented. Experiential learning requires learners to reflect about the experience and ways to apply it to other contexts. Some examples of experiential learning are field trips, simulations, experiments, games, role-playing, model building using authentic workplace materials, job placements and surveys.)*
- **Independent Study** (*involves the learners studying on their own under the guidance or supervision of an instructor. Examples include essay research and writing, computer-assisted instruction, journals and packaged learning materials.)*
- **Interactive Instruction** *(relies heavily on discussion and sharing. Examples include: debates, role-playing, simulations, brainstorming, peer learning, discussion and cooperative learning.)*
- **Inquiry-based Learning** (*Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.)*
- **Reflective learning:** (*is the intentional consideration of an experience in light of particular learning objectives. Some examples are: Personal Journals, Dialogue Journals, Double-entry Journals, Free Association Brainstorming, Class Discussion.)*BAA Course Framework Template

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

Unit	Content	Curricular Competencies (or Competency)	Success Criteria	Assessment Type *(what evidence of learning will you collect?)*
Letters and Phonics	Concepts of print Text features Letter knowledge Letter formation Word patterns, word families	Identify Letters Identify letter sounds Identify and blend phonemes into words Apply concepts of substitution, deletion, and addition Identify and create rhyming words	See competencies	Creation of digital or print texts Recordings of fluency (using digital resource such as BookCreator or student read alouds
Comprehension	The relationship between reading, writing, and oral language Comprehension strategies Reading strategies Metacognitive strategies	Engage actively as listeners, viewers, and readers Use personal experience and knowledge to connect to stories and other texts to make meaning Apply comprehension strategies Understand the role of spelling and morphology to comprehension	See competencies	Read and respond to simple to more complex texts Make connections to self and text in written output
Communication	Writing processes Sentence structure and grammar	Create sentences with clear meaning Create texts and stories with a	See competencies	Use of writing standards rubrics for conventions, sentence structure and grammar

	Conventions Paragraph structure	beginning, middle, and end Use foundational concepts of print, oral, and visual texts Plan and create a variety of communication forms for different purposes and audiences		
Academic preparedness	Formal and informal language conventions (register) Math/Science Vocabulary Word problems Conversions and proportions Guidelines and protocols for sharing knowledge, both academic and Indigenous	Use mathematical vocabulary and language to contribute to mathematical discussions. Communicate mathematical thinking in many ways Connect mathematical concepts to each other and to other areas and personal interests. Reading and analyzing a scientific paragraph and identifying the key concept Develop problem solving strategies for word problems Demonstrate an understanding of academic integrity and respect for Indigenous protocols	Use strategies and tools to understand new academic vocabulary Demonstrate an understanding of academic vocab through written response to questions Demonstrate the use of strategies to solve word problems Producing simple summaries of written text.	Can apply mathematical vocabulary to explain concepts in writing.
Technology	Presenting information Digital calculators and programs	Creating infographics/presentations Navigating digital calculators and programs	See competencies	Can accurately and efficiently use technology tools to demonstrate understanding of concepts.

	Digital resources to support learning Email correspondence Academic ethics	Navigating digital resources Using tools like AI ethically Corresponding digitally		

Learning Resources:

Equipped for Reading Success, David A. Kilpatrick

Literacy Foundations for English Learners, Elsa Cardenas-Hagan

Speech to Print, Louisa Moats

Words Their Way (Spelling and Word spelling inventory assessment)

Comprehension Toolkit (Varied leveled texts and strategies)

Morpheme Magic (spelling and comprehension)

Decodable and Leveled Texts – Moon Dog Series (PhonicsBooks.com), Big Ideas Series (Pearson)

Student using home language (L1) to maximize learning of content and target language.

Identity Texts and Multilingual Learners, Jim Cummins

BookCreator – teacher and student resources to develop domains of language (listening, speaking, reading and writing)

UDL for Multilingual Learners

Logic of English – print and online resources for phonological awareness, spelling rules and application

Sounding out the Sight Words, Logic of English – Denise Eide

UFLI – University of Florida Literacy Institute: Explicit and Systematic Phonics program

Indigenous Resources:

Bi-Giwen: Coming Home, I Am From poems

Strength and Struggle: Perspectives from First Nations, Inuit, and Metis Peoples in Canada (examples of story/identity in poetry

Voices Under One Sky: Contemporary Native Literature, "Self-Portrait: Microcosm or song of Mixed Blood"