



## Administrative Procedure 4065

# *Literacy Development of Students K-12*

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**Board Governance Policy Cross Reference:** [1](#), [12](#)

**Administrative Procedures Cross Reference:**

[Equity](#)

[Assessment and Reporting of Student Learning and Achievement](#)

**Form Cross Reference:**

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**Legal/Regulatory Reference:**

[Manitoba Education English Language Arts Curriculum](#)

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The Brandon School Division believes that schools are foundational and essential to the democratic schooling and public education of all students. Inherent within this belief is the understanding that at the heart of democratic schooling is the development of students' literacy knowledge and skills.

Current 21<sup>st</sup> century research and thinking defines literacy as the ability to identify, understand, interpret, create, communicate, and compute using a wide variety of materials associated with the needs of a diverse society. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and the world. Literacy instruction is a balance between skills teaching and holistic literacy experiences. It will interconnect reading, writing, and content learning, as well as other literacy skills, while supporting and motivating students.

To meet the demands of a technologically evolving society, education needs to promote forms of new literacy that engage students in the ability to critically analyze, synthesize, and evaluate a wide range of information that is often disparate.

21<sup>st</sup> century learners engage in multi-modal literacy events as a part of their daily practice, moving across virtual spaces and rapidly synthesizing moving text. The interactive nature of the new literacies involves extensive participation, collaboration, and the sharing of expertise so that students develop ways of reading, writing, viewing, listening, speaking, representing, to utilize the technology that is available to them.

At every level of literacy instruction, the foundation must be based upon constant and continuous feedback to the students.

The procedures for classroom practice are divided into three areas: Early Years Literacy (Grades K-4) and Middle and Senior Years Literacy (Grades 5-12) and assessment.

### **Early Years Literacy**

The crucial development of literacy knowledge is dependent upon balanced literacy instruction in the classroom. To achieve this balance, the following is required:

- In Kindergarten early literacy practices such as book handling, read alouds and shared reading and writing.
- In Grades 1-4 components include read alouds, word study (including phonemic awareness and phonics) and shared, guided and independent reading as well as modelled, shared, guided and independent writing.
- At all grades, integration of Literacy with ICT for instruction and use by students for learning activities.

In the Early Years, classroom practice must support the development of the processes of oral language, reading and writing. The interconnection between oral language, reading and writing must be reflected in balanced instruction in all areas of literacy. Development in each area of language development will support and foster growth in the other areas.

Literacy development occurs in a holistic, non-linear manner. Instruction to develop comprehension and thinking skills must occur simultaneously with instruction in decoding and vocabulary. Similarly, instructional attention to composition and style in writing should occur simultaneously with instruction in the structure and conventions of writing. Instruction in reading and writing must encompass all aspects of the process and occur within authentic literacy experiences, e.g. reading and writing workshop.

Development of collaboration in literacy contexts is an essential component of balanced instruction. 21<sup>st</sup> century literacy is highly interactive and multi-faceted and will require an increased ability to understand, communicate, collaborate and create text in a variety of forms including both traditional and digital formats from an early age.

### **Adolescent Literacy - Middle and High School Literacy**

As middle and high school literacy tasks become increasingly sophisticated, particularly with the addition of content area reading and writing, attention must be paid to developing and teaching students new literacy skills. In reading, the instruction moves to focus more on comprehension including skills such as purposeful reading, independent choice of reading and writing materials, resolving conflicting content in various texts and recognizing the importance of context and possible bias.

In writing, students will need to write clearly and articulately about ideas and their own knowledge and views. These skills are necessary if students are to have success in post-secondary education, the global economy and be a part of an increasingly multi-literate society. The development of these skills in writing is crucial for two reasons. The first is the need to be able to write clearly and coherently about ideas to communicate to others. Writing is also a means of deepening and extending their own knowledge and understanding. To develop these skills in writing, students will need to have instruction in the various steps and strategies for writing, such as planning, revising and editing. To cultivate their literacy skills, students will also need to have the opportunity to practice these skills embedded in their instruction across the curriculum. This cross-curricular instruction will give students the skills needed to efficiently transfer the skills needed, not only English Language Arts, but also to respond to the literacy skills required in various subject areas.

The interactive and multiple literacy nature of 21<sup>st</sup> century literacy will require students to understand and communicate in a variety of modes. Students should have the opportunity to develop these skills from middle years into a high school context to be ready for post-secondary challenges and the world of work.

### **Appropriate Learning Opportunities**

Central to delivering fair and equitable learning opportunities for all students is the close examination and evaluation of the appropriateness of the programs and services, both within the classroom setting and in the broad organizational processes of planning and implementation.

### **Assessment of Literacy Skills**

The formative assessment of literacy skills will be completed by teachers on an ongoing basis to inform instruction. Provincial assessment of literacy skills will also be completed at specific grades to provide data that will show literacy needs within the Division. Response to Intervention's rigorous on-going assessment practice will ensure that all students will achieve at high levels.

### **Literacy Interventions**

The implementation of Response to Intervention will provide all students with the appropriate literacy interventions. Interventions will be provided to students when needed to guarantee all students will achieve at high levels.