

## **Reading is Thinking 25S 2025-2026**

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Reading is Thinking is a new framework developed by Manitoba Education to improve the literacy skills of students in grades 9-12. The course focuses on three big ideas:

1. Thinking About Self - developing identities as confident, engaged, and motivated readers.
2. Thinking About Text - developing the characteristics and practices of proficient readers before, during, and after reading across the curricula (content area and pleasure reading)
3. Thinking About The World - develop critical reading/literacy skills to demonstrate deeper understanding of a variety of text in order to express and substantiate personal positions as well as solve problems, resolve conflicts, and take action in their world.

We will also be including a regular current events focus in the Grade 10 course, to assist students in developing their critical thinking skills by giving them opportunities to make more global connections to what they read, hear, and see.

Objectives:

Over the course of the semester you will:

- Spend time learning about the characteristics of a good reader and different reading strategies that will help you to make meaning of a variety of texts (both fiction and nonfiction) in a variety of content areas in a fun and engaging way.
- Develop critical reading/literacy in order to develop deeper understandings of a variety of texts in order to express and substantiate personal positions, solve problems, make decisions, resolve conflicts, and take action in their world.

- Share your own ideas and explore others' ideas and viewpoints. You will develop listening and language skills for communication and recognize that diverse perspectives exist and enrich understandings.

## **Grading & Assignments**

### **THIS IS A PASS/FAIL COURSE; WORTH 1 CREDIT**

Regular attendance and participation is required to demonstrate a consistent and sustained achievement of the outcomes necessary to earn the credit for this course. Your progress in this course will be charted via observation, conversation and product. There will be a variety of activities and assignments that will make up your time in this class. You will complete these reading assignments individually, as a class, or in small groups.

Participation includes (1) attendance, (2) quality of preparation, (3) oral contributions, and (4) other activity or lesson-based requests. I understand that some people are shy, some intimidated and some simply cut off by others' comments. I will do my best to maintain an atmosphere in which each student's contribution is welcomed and respected and otherwise look mainly to the quality, not quantity, of all contributions.

Please reflect before speaking, build on previous comments, help discover the meaning that others are struggling to express, be open to persuasion, and bend to the weight of evidence and reasoning. You must be prepared to back up your claims, to defend your judgments, to show the connection between your arguments and conclusions, and to use the variety of insights and perspectives in the class to advance your understanding of our texts and the themes. The ultimate goal of class discussion is that each of us can learn from each other; otherwise, we would read the books at home and never meet!

Due dates: It becomes very challenging to track your progress throughout the semester and to understand your true abilities if work is not completed. In order for me to give you thorough feedback in a timely manner and to assess you fairly, due dates must be respected. Parents may be contacted if you are struggling to meet deadlines consistently. Incomplete work could result in course failure.

### **The Basics**

1. Come to class prepared with a notebook or loose-leaf, pens/pencils, a binder to keep your work safe and organized, and required reading materials.
2. If you are absent, you are responsible for obtaining any missed class work, notes or assignments.

I have read the 9/10 Reading is Thinking course outline and am familiar with classroom expectations and course requirements.

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Parent/Guardian Signature(s): \_\_\_\_\_

Comments or Questions: