THE WHOLE LEARNER

A Global Literacy Framework for PreK–12 Education

Arc 1

Why Global Literacy?

The Case for a New Map

Activate → **Build** → **Apply** → **Reflect**

4 Sessions • Approximately 5–6 Hours Total • Self-Paced

Arc 1: Why Global Literacy?

The Case for a New Map

Here's a thought experiment. Take a student you know — a real one, someone you've taught or are teaching right now. Someone who does reasonably well on tests. Gets decent grades. Follows directions. Now ask yourself: Is that student actually ready for the world they're going to live in?

Not the world we grew up in. Not even the world as it exists right now. The world that's coming — the one that will demand things from them that no standardized test has ever measured.

We've gotten remarkably good at teaching kids to read passages, solve equations, and fill in bubbles. But somewhere along the way, we started confusing the parts for the whole. We built education systems optimized for measurable outputs and quietly accepted that the things hardest to measure — creativity, empathy, critical thinking, self-awareness, civic responsibility — would just... happen.

Some students figure it out. Many don't.

This arc is about the gap between what we're teaching and what students actually need. It's about why we need a new map — one that shows the whole picture of what it means to be literate in the modern world. And it introduces the Global Literacy Framework: eleven domains, 281 elements, nearly 2,700 learning goals, all connected in a single coherent structure.

That sounds like a lot. It is. But here's the thing — this complexity isn't something the framework created. It's something the framework finally acknowledged. Teaching a child has always been this complex. We just haven't had a map that showed it.

🎯 Module Learning Goals

By the end of this arc, you'll be able to: (1) explain why the traditional definition of literacy is dangerously incomplete for preparing students for the modern world, (2) describe the eleven literacy domains and three competency categories of the Global Literacy Framework, (3) identify which domains are already present in your current practice and which are falling through the cracks, (4) articulate the difference between a framework and a curriculum — and why that distinction matters, and (5) make the case for global literacy to a colleague, a parent, or an administrator in plain language.

Session Overview

Time	Component	Description
Session 1	**Activate**	What are we actually preparing students for? Experience the limits of the current model firsthand, surface assumptions, and feel the tension between what we test and what matters.
Session 2	**Build**	Deep dive into the Global Literacy Framework: the eleven domains, three competency categories, the framework-vs-curriculum distinction, and the standards alignment that connects it all.
Session 3	**Apply**	Map your own practice against the framework. Diagnose where your school is strong and where the gaps are. Design a “literacy audit” of a real lesson. Complete the practice task.
Session 4	**Reflect**	Revisit your initial assumptions. Self-assess your school’s coverage. Share your literacy audit with peers and get feedback. Preview what’s coming in Arc 2.

Session 1: Activate

What Are We Actually Preparing Students For?

Session at a Glance

Estimated time: 60–75 minutes. This session creates productive dissonance by confronting participants with the gap between what schools measure and what life demands. Participants will experience this gap personally, surface their current assumptions about literacy, and begin questioning whether the current model is good enough.

Session Flow

Time	Component	Description
10 min	**Opening Hook**	The Tuesday Test — what does a functioning adult actually need to do on any given day?
10 min	**Video Segment 1**	The narrow definition problem: how "literacy" got stuck meaning "reading and writing"
15 min	**Interactive Activity**	The Assumption Audit — surface and examine current beliefs about what students need
12 min	**Video Segment 2**	The silo problem: how schools fragment what should be connected
10 min	**Discussion**	Where do your students fall through the cracks?
5 min	**Quick Check**	Self-assessment on the key ideas from Session 1

Opening Hook: The Tuesday Test

Before we talk about frameworks or domains or any of that, let's start with something concrete. Think about what we actually ask of a functioning adult in the modern world. Not in some abstract, aspirational sense. On a literal Tuesday.

Here's the task. Below is a list of things a real person might need to do in a single day. Read through them. Then answer the question at the bottom.

1. Evaluate whether a news article shared on social media is credible or misleading
2. Manage their emotional response to a stressful email from a coworker
3. Calculate whether a car loan's interest rate is reasonable

4. Collaborate on a project with colleagues who hold different perspectives
5. Troubleshoot a technology problem without a manual
6. Interpret a data visualization in a news report and decide if the conclusions are justified
7. Make an ethical decision under time pressure
8. Explain their reasoning to someone who disagrees with them — without it becoming a fight
9. Plan and prioritize multiple competing deadlines
10. Read a contract and understand what they're agreeing to
11. Comfort a friend who's going through a hard time
12. Evaluate whether a product review is genuine or a paid promotion

Now answer this: Which of those twelve tasks is fully covered by what we traditionally call "literacy" — meaning reading and writing?

Some of them, partially. None of them, completely.

And yet we continue to organize schools as though the path to capable adulthood runs primarily through English Language Arts and Mathematics — with everything else as enrichment, elective, or afterthought. The kid who can't regulate her emotions can't focus on fractions. The student who never learned to work in a group struggles with the science lab. The teenager who can solve complex equations but can't evaluate a news source is only half-literate, no matter what his test scores say.

That's the gap. Hold onto it. We're going to build a better map.

💡 **Facilitator Note**

This opening is deliberately designed to create an "of course" moment — participants immediately recognize that life demands far more than what traditional literacy covers. The goal isn't to make anyone feel bad about their teaching. It's to establish a shared recognition that the current definition of literacy is incomplete, and that incompleteness has consequences for students.

Video Segment 1: The Narrow Definition Problem

🎥 **The Narrow Definition Problem (8–10 minutes)**

• Open with the Tuesday Test: “We just did a thought experiment about what adults actually need to do on a typical day. Let’s be honest about how much of that traditional schooling prepares them for.”

• The history: how “literacy” came to mean “reading and writing.” In 1950, that definition made sense. The ability to decode text, comprehend written language, and produce written communication were genuinely the most important skills for economic participation and civic life. The problem? We’re still using a 1950 definition in a 2026 world.

• The expanding gap: walk through how the demands on a functioning adult have exploded. Information evaluation, emotional regulation, quantitative reasoning, cross-cultural collaboration, ethical decision-making, digital navigation, creative problem-solving — none of these are optional anymore. All of them are undertaught.

• The measurability trap: we got really good at measuring reading levels and math proficiency. And because we could measure them, we optimized for them. The things hardest to measure — creativity, empathy, critical thinking, self-awareness — got pushed to the margins. Not because anyone decided they didn’t matter, but because they were hard to put on a spreadsheet.

• Show the results: students who score well on reading comprehension tests but can’t distinguish a peer-reviewed study from a blog post. Teenagers who can solve quadratic equations but fall for basic statistical manipulation. Young adults who graduated with honors but struggle to manage a project, work on a team, or recover from failure.

• The skills aren’t missing because teachers don’t care. They’re missing because our frameworks don’t name them, our standards don’t organize them, and our systems don’t track them. What doesn’t get named doesn’t get taught — at least not systematically, not equitably, and not across every grade level.

• Close with: “That’s the problem we’re trying to solve. But before we look at the solution, let’s get honest about what we currently believe about literacy and what students need. That’s what the next activity is about.”

Interactive Activity: The Assumption Audit

Before we go further, let’s surface what you currently believe about literacy and student preparation. There are no wrong answers here — the point is to make your thinking visible so you can track how it shifts over this arc.

Activity Instructions

Respond to each statement with Agree, Disagree, or It’s Complicated. Then write 1–2 sentences explaining your thinking. You’ll revisit these at the end of the arc in Session 4.

Statement 1:

If a school’s reading and math scores are strong, it’s doing a good job of preparing students for the future.

Statement 2:

Skills like emotional regulation, collaboration, and creative thinking are important, but they're not really "literacy" — they're something different.

Statement 3:

Most schools are already teaching the "whole child" even if they don't call it that. The skills develop naturally through normal schooling.

Statement 4:

Adding more things for teachers to address — social-emotional skills, digital literacy, civic engagement — is unrealistic given the demands teachers already face.

Statement 5:

A comprehensive framework covering eleven literacy domains and nearly 2,700 learning goals sounds like it would be more paralyzing than helpful.

Statement 6:

The biggest gaps in student preparation are academic (they can't read well enough, can't do math), not the "soft skill" stuff.

Save your responses. You'll come back to them in Session 4.

Video Segment 2: The Silo Problem

🎥 The Silo Problem: How Schools Fragment What Should Be Connected (10–12 minutes)

• Open with a walk through a typical school district office: "You'll hear conversations about reading levels and math proficiency and college readiness. You'll see strategic plans organized around test scores and graduation rates. You'll find well-meaning initiatives for social-emotional learning bolted onto the side of an academic framework that was never designed to hold them. And it all feels... fragmented. Because it is."

• The silo architecture: ELA standards in one binder. Math standards in another. SEL programs in a separate initiative. Digital citizenship as a monthly assembly. Physical education as a

scheduling problem. Arts as the first thing cut when budgets tighten. Civic education in decline for decades.

• What every teacher feels: the kid who can't regulate emotions can't focus on fractions. The student who never learned to work in a group struggles with the science lab. These connections are real, but no standards document captures them.

• The standards constellation: walk through the major standards frameworks — ISTE, CASEL, C3, ACTFL, P21, NGSS, CCSS, NCAS, SHAPE America. Each one addresses a real need. But they live in separate documents, separate professional development tracks, separate conversations. Same kid, same competencies, different binders.

• The kindergarten teacher example: when she helps a child take turns during circle time, that's Entrepreneurial Literacy (collaboration) and Cultural Literacy (belonging) and Cognitive Literacy (executive function) all at once. When a fifth-grade science teacher asks students to design an experiment, that's Scientific Literacy and Iterative Literacy and Information Literacy and Communication Literacy happening simultaneously. When a high school English teacher leads a Socratic seminar, they're developing five or six literacies in a single class period.

• The insight: we don't need to add eleven new subjects to the school day. We need to see the eleven literacies that are already present in what teachers do — and then be intentional about the ones falling through the cracks.

• Preview what's coming: "In Session 2, we're going to look at a framework that finally puts all of this together — one map that holds ISTE and CASEL and NGSS and all the rest in a single structure. It doesn't replace any of those standards. It connects them. And that connection is what's been missing."

Discussion

💬 Discussion Prompt

Think about a specific student you've taught — one who did fine academically but something felt off. Maybe they could pass every test but couldn't work with others. Maybe they were brilliant in class but fell apart when they got critical feedback. Maybe they aced reading quizzes but couldn't tell you whether a source was reliable. Describe what you observed. Where was the gap between what school was developing and what that student actually needed?

Follow-up thread options:

• Respond to at least one peer: do you see the same kinds of gaps in your context? Or different ones?

• Which of the nine standards frameworks mentioned in the video (ISTE, CASEL, C3, etc.) does your school pay the most attention to? Which ones get ignored?

• Go back to the Tuesday Test. Which of those twelve tasks feels most urgent for your students? Which one does your school do the least to prepare them for?

Quick Check

✅ Quick Check

1. In your own words, why is the traditional definition of literacy (reading and writing) incomplete for the modern world? Give a specific example.

2. What does it mean when we say that schools have built education "in silos"? What's the consequence for students?

3. A fifth-grade teacher leads a science investigation where students work in groups, design an experiment, collect data, and present findings. How many different "literacies" might be present in that single lesson? Name at least four.

4. Why do the hardest-to-measure skills (creativity, empathy, critical thinking) tend to get the least systematic attention in schools? Is that a problem of values or a problem of systems?

5. If a colleague said "We already teach the whole child — this isn't new," how would you respond?

Session 2: Build

The Global Literacy Framework, Unpacked

🔵 Session at a Glance

Estimated time: 75–90 minutes. This is the core content session. Participants go deep on the framework itself — the eleven domains, three competency categories, the framework-vs-curriculum distinction, and the standards alignment that ties it all together. By the end, they should be able to explain the framework to a colleague in plain language.

Session Flow

Time	Component	Description
5 min	**Opening**	Reconnect to Session 1 — from the problem to the solution
14 min	**Video Segment 3**	The eleven literacy domains and three competency categories
15 min	**Interactive Activity**	Domain Sorting Challenge — categorize real classroom moments by domain
12 min	**Video Segment 4**	Framework vs. Curriculum: why that distinction matters
10 min	**Reading**	Framework architecture summary — elements, subdomains, and the nesting logic
12 min	**Video Segment 5**	Standards alignment: connecting the constellation
5 min	**Quick Check**	Can you explain the framework?

Video Segment 3: The Eleven Domains

🎥 The Eleven Literacy Domains and Three Competency Categories (12–14 minutes)

• Open: “In Session 1 we established that the current map is incomplete. Now let’s look at a better one. The Global Literacy Framework organizes human competence into eleven literacy domains. And before you panic — eleven sounds like a lot, but most of it is already happening in your classroom. You just might not have a name for all of it.”

• The three competency categories — the broadest containers: Intrapersonal (directed inward — how students manage themselves), Interpersonal (directed outward — how they engage with others), and Embedded (disciplinary thinking that cuts across everything).

• Walk through each domain with a brief, vivid description:

• INTRAPERSONAL: Cognitive Literacy (32 elements) — the operating system. How students think about their own thinking. Metacognition, executive function, growth mindset, self-management. If you've ever watched a student sit paralyzed for fifteen minutes because they can't start a task, that's a Cognitive Literacy gap.

• Information Literacy (28 elements) — how students find, process, evaluate, and use information. In a world saturated with misinformation, this isn't a nice-to-have. It's survival.

• Civic & Social Literacy (22 elements) — democratic participation, character, ethics. From preschoolers learning classroom rules to high schoolers analyzing constitutional principles.

• Iterative Literacy (34 elements) — the meta-domain. The process of getting better at anything. Try, reflect, adjust, try again. The scientific method, the engineering design process, and the writing revision process are all expressions of this.

• INTERPERSONAL: Communication Literacy (29 elements) — the full range of how humans send and receive meaning. Not just reading and writing — also discussion, public speaking, nonverbal communication, register, and audience awareness.

• Cultural Literacy (33 elements) — where social-emotional learning, identity development, and cultural competence come together. The most elements of any domain.

• Entrepreneurial Literacy (16 elements) — agency, initiative, collaboration, creative problem-solving. Not about making kids into business owners — about making kids who can see opportunities and act on them.

• Visual Literacy (20 elements) — reading and creating visual information. In a world that communicates increasingly through images and video, this is gaining urgency fast.

• Foreign Language Foundations (10 elements) — not about fluency. About metalinguistic awareness — understanding how language itself works.

• EMBEDDED: Mathematical Literacy (31 elements) — quantitative reasoning that applies everywhere. Not just computation — statistics, financial literacy, patterns, estimation.

• Scientific Literacy (29 elements) — science as a way of knowing, not just a body of facts. Includes the learning process (how the brain works), health, fitness, and engineering alongside traditional content.

• The key insight: 281 elements, 2,679 learning goals. The framework doesn't ask teachers to add eleven new subjects. It asks them to see the eleven literacies already present in what they do — and be intentional about the ones falling through the cracks.

• Close: "Hold onto this overview. We're about to test it with an activity that might surprise you."

Interactive Activity: The Domain Sorting Challenge

Time to see how well you can recognize these domains in action. Below are ten real classroom moments. For each one, identify which literacy domains are present. Here's the catch: most of them involve more than one. That's the point.

☐ Activity Instructions

For each classroom moment below, list every literacy domain you think is present. Don't overthink it — go with your instinct first, then look more carefully. You'll compare your answers with a key afterward.

Moment 1: A kindergarten teacher helps a child wait their turn during circle time.

Moment 2: A third grader uses a graphic organizer to plan a persuasive essay about why the school should have a garden.

Moment 3: An eighth grader analyzes two news articles about climate change that reach different conclusions, then writes a paragraph explaining which source is more credible and why.

Moment 4: A fifth grader presents their science fair project to a panel of parents, using a poster board and speaking clearly about their hypothesis and results.

Moment 5: A second grader gets frustrated when their block tower falls and uses a breathing technique the teacher taught them before trying again with a different design.

Moment 6: A tenth grader calculates compound interest on a hypothetical student loan and compares it to the starting salary of three different career paths.

Moment 7: A first grader notices a classmate sitting alone at lunch and invites them to join their table.

Moment 8: A seventh grader designs a prototype for a device that could help elderly people open jars, tests it with feedback from classmates, and revises the design.

Moment 9: A high school junior leads a Socratic seminar on a controversial text, facilitating discussion while managing disagreements between classmates.

Moment 10: A fourth grader looks at a photograph from the Great Depression and describes what they notice, what they wonder, and what they think the photographer wanted them to feel.

🔑 Answer Key (After Completing the Activity)

Moment 1: Cognitive Literacy (inhibitory control, executive function), Cultural Literacy (belonging), Entrepreneurial Literacy (collaboration), Communication Literacy (receptive language). Four domains in a single circle-time moment.

Moment 2: Communication Literacy (writing, text organization), Iterative Literacy (planning), Scientific Literacy (if the essay involves evidence about plants), Civic Literacy (advocacy for community improvement). Potentially Information Literacy if they researched benefits of gardens.

Moment 3: Information Literacy (source evaluation, synthesis), Communication Literacy (writing, persuasive language), Scientific Literacy (climate content), Iterative Literacy (evidence analysis).

Moment 4: Communication Literacy (public speaking, nonverbal, audience awareness), Scientific Literacy (inquiry), Visual Literacy (poster design), Iterative Literacy (hypothesis testing).

Moment 5: Cognitive Literacy (emotional regulation, task initiation, challenge response), Iterative Literacy (design thinking), Scientific Literacy (engineering/tinkering).

Moment 6: Mathematical Literacy (financial literacy, calculation), Information Literacy (data interpretation), Entrepreneurial Literacy (economics), Cognitive Literacy (planning).

Moment 7: Cultural Literacy (empathy, belonging), Civic Literacy (care, citizenship), Communication Literacy (social initiative).

Moment 8: Iterative Literacy (prototype creation, testing, design refinement), Entrepreneurial Literacy (implementation), Scientific Literacy (engineering), Communication Literacy (presenting, receiving feedback).

Moment 9: Communication Literacy (discussion skills, register, listening), Cultural Literacy (perspective-taking), Cognitive Literacy (emotional regulation), Civic Literacy (courage, engagement with controversy), Information Literacy (evaluating arguments).

Moment 10: Visual Literacy (composition, emphasis, media), Communication Literacy (descriptive language), Information Literacy (inference, analysis), Cultural Literacy (empathy, perspective).

The takeaway: every one of these moments involved multiple domains. This isn't because the framework is forcing connections — it's because learning was always this interconnected. The framework just makes it visible.

Video Segment 4: Framework vs. Curriculum

📹 Framework vs. Curriculum: Why This Distinction Matters (10–12 minutes)

• Open: "One of the most important things to understand about the Global Literacy Framework is what it's not. It's not a curriculum. That distinction matters enormously."

• A curriculum tells you what to teach on Tuesday. A framework tells you what Tuesday should be building toward. A curriculum is prescriptive — do this, then this. A framework is architectural — here's the structure; you design the rooms.

• What the framework provides: the 281 competencies that comprehensive education should develop. How those competencies progress from preschool through graduation. How they connect to each other. Alignment to existing standards.

• What it does NOT provide: which textbook to use, what activities to assign, how to structure class periods, what to assess on Friday. That's intentional.

• Why adaptability matters: the framework is designed to work in a progressive urban school and a rural district, in a Montessori setting and a traditional one. A third grader who can "apply essential phrases for asking questions" in a foreign language can demonstrate that through Spanish immersion or Mandarin enrichment or ASL integration. The framework doesn't care which. It cares that the competency develops.

• The standards connection: the framework explicitly maps to ISTE, CASEL, C3, ACTFL, P21, NGSS, CCSS, NCAS, and SHAPE America. A single learning goal might align to three, four, or five standards simultaneously. The framework makes that overlap visible.

• The practical example: a third grader working on "meeting academic expectations" in Civic and Social Literacy. That goal aligns to ISTE Standard 7, CASEL's Social Awareness, C3's Civics dimension, ACTFL's Communities standard, and P21's Life Skills. Five frameworks, one competency. Until now, they lived in five different documents.

• The framework doesn't replace any of those standards. It connects them. The tech coach, the school counselor, the social studies department — finally having the same conversation about the same kid.

• Close: "This is what a framework makes possible that a curriculum never could. It's not the lesson plan. It's the reason the lesson plan exists."

Reading: The Framework Architecture

📖 Reading: Understanding the Nesting Structure (approximately 10 minutes)

Read the following summary carefully. This is the structural logic that makes 2,679 learning goals navigable instead of overwhelming.

The framework works like nesting boxes, from broadest to most specific:

Competency Categories (3) are the broadest containers: Intrapersonal, Interpersonal, and Embedded. They answer: Where is this competency directed?

Literacy Domains (11) sit inside those categories. Each represents a major area of human competence. They answer: What kind of literacy is this?

Subdomains (62) break each domain into its component parts. Communication Literacy, for example, has seven subdomains: Communication Context, Conventions, Expressive Language, Nonverbal, Reading, Receptive Language, and Writing Production. They answer: What aspect of this literacy?

Elements (281) are the specific competencies within each subdomain. They're the atoms of the framework — the smallest named unit. "Attention Control" is an element. "Source Evaluation" is an element. They answer: What exactly can the student do?

Learning Goals (2,679) are grade-level expectations for each element, from PreK through 12th grade. Each goal is tagged with a cognitive level (Bloom's), a Tool of Thought, Quality Indicators, prerequisite skills, and standards alignment. They answer: What does proficiency look like for this student at this age?

You don't need to memorize all of this right now. But understanding the nesting logic — categories contain domains, domains contain subdomains, subdomains contain elements, elements have grade-level goals — is essential for navigating the framework in later arcs.

Video Segment 5: Standards Alignment

🎥 Connecting the Constellation: How the Framework Maps to Existing Standards (10–12 minutes)

• Frame: "If you're thinking this all sounds great but you're accountable to specific standards, here's the good news: the framework isn't competing with your standards. It's the connective tissue between them."

• Walk through the nine standards frameworks and how they map: ISTE for digital literacy and technology, CASEL for social-emotional competencies, C3 for social studies, ACTFL for world languages, P21 for life skills and career readiness, NGSS for science, CCSS for math and ELA, NCAS for arts, SHAPE America for PE and health.

• Show a concrete example: pull up one learning goal and trace its alignment across multiple standards. Demonstrate that these aren't forced connections — the overlap was always there. The framework just makes it visible.

• Address the skeptic: "You might look at eleven domains and wonder if the framework is overreaching. The standards alignment shows otherwise. Every domain maps to standards schools are already expected to address. The framework isn't adding to the mandate. It's organizing the mandates that already exist."

• The practical power: when the technology integration specialist and the school counselor and the social studies department head can see that they're all working on the same competencies from different angles, collaboration becomes possible in a way it wasn't before.

• Address the "but we're already doing this" response: "You probably are doing more than you realize. But are you doing it systematically? Across every grade level with intentional progression? Equitably, so it doesn't depend on which teacher a student happens to get? That's the difference between doing it incidentally and doing it by design."

• Close: "In Session 3, you're going to map your own practice against this framework. I think you'll be surprised — both by what you're already doing well and by what's been hiding in plain sight."

Quick Check

✅ Quick Check

1. Name the three competency categories and explain what each one means in one sentence.

2. A colleague asks: "What's the difference between a framework and a curriculum?" How do you answer?

3. Pick any three of the eleven literacy domains and give a one-sentence example of what each looks like in a real classroom.

4. The framework includes 2,679 learning goals. Why isn't this as overwhelming as it sounds? (Hint: think about the nesting structure.)

5. How does the framework relate to standards you're already accountable to (CCSS, NGSS, etc.)? Does it replace them?

Session 3: Apply

Mapping Your Practice Against the Framework

🟠 Session at a Glance

Estimated time: 75–90 minutes. This is the hands-on session. Participants take the framework they've been learning about and use it — auditing a real lesson from their practice, diagnosing where their school is strong and where the gaps are, and designing a targeted action. The practice task at the end is a portfolio piece.

Session Flow

Time	Component	Description
5 min	**Opening**	Quick reconnect: the eleven domains and why we're about to get practical
12 min	**Video Segment 6**	How to use the framework as a diagnostic lens on your own practice
20 min	**Literacy Audit Activity**	Map a real lesson against the eleven domains
15 min	**School Gap Analysis**	Diagnose your school's domain coverage: strengths and blind spots
10 min	**Video Segment 7**	Making the invisible visible: naming what you're already doing
25 min	**Practice Task**	The Literacy Audit and Action Plan (portfolio piece)

Video Segment 6: The Framework as a Diagnostic Lens

🎥 Using the Framework to See What You're Already Doing (and What You're Not) (10–12 minutes)

• Open: "Now that you know the eleven domains, the question becomes: what does this look like in your practice? Not in theory. Right now, in your classroom, this week."

• The key shift: most teachers, when they first see the framework, think "Great, eleven more things I have to add." But that's not how it works. The framework isn't asking you to add eleven new subjects. It's asking you to see the literacies already present in what you do.

• Walk through a concrete example: a fifth-grade science lesson on ecosystems. The teacher planned it as a science lesson. But when you map it against the framework, it's also developing Communication Literacy (students explain food webs), Mathematical Literacy (calculating

energy transfer percentages), Iterative Literacy (revising hypotheses based on evidence), Cognitive Literacy (sustaining attention during complex tasks), and potentially Entrepreneurial Literacy (if students work in collaborative groups).

• The diagnostic question: “Once you see what’s already there, you can ask the much more useful question: What’s NOT there? Which domains never get intentional attention? That’s where the gaps live.”

• The most commonly neglected domains across schools: Cognitive Literacy (how to learn) is taught implicitly if at all. Information Literacy is scattered with no coherent progression. Iterative Literacy happens in writing workshops but rarely extends elsewhere. Visual Literacy gets almost no systematic attention. Foreign Language Foundations are absent from many elementary programs.

• The equity angle: “When we leave these skills to chance, some students develop them — the ones who get them at home, from enriched environments, from lucky teacher assignments. But equity demands that we be intentional. What doesn’t get named doesn’t get taught systematically.”

• Close: “You’re about to do exactly this kind of analysis on your own lesson. Be honest. Be curious. The goal isn’t to feel bad about what’s missing — it’s to see what you’re already doing well and find the gaps that matter most.”

Activity: The Literacy Audit

This is where the framework gets personal. You’re going to take a real lesson from your own teaching and map it against the eleven literacy domains.

📋 Literacy Audit Instructions

Step 1: Choose a lesson you’ve taught recently (or plan to teach this week). It should be a substantial lesson — not a five-minute warm-up, but a full instructional sequence.

Step 2: For each of the eleven domains, ask: Is this domain present in this lesson? If so, how? Be specific — don’t just say “Yes, Communication Literacy.” Say “Students discuss their predictions in small groups (expressive language, discussion skills) and write a summary paragraph (writing production, text organization).”

Step 3: Mark each domain as Intentional (you deliberately planned for it), Incidental (it’s present but you didn’t plan for it), or Absent (it’s not present at all).

Step 4: Look at your Absent list. Choose one domain and brainstorm how you could intentionally weave it into this lesson without adding time. What small adjustment would bring it in?

Use this template for your audit:

Domain	Present? How?	Status
Cognitive Literacy		*Intentional / Incidental / Absent*
Communication Literacy		*Intentional / Incidental / Absent*
Mathematical Literacy		*Intentional / Incidental / Absent*
Scientific Literacy		*Intentional / Incidental / Absent*
Information Literacy		*Intentional / Incidental / Absent*
Cultural Literacy		*Intentional / Incidental / Absent*
Civic & Social Literacy		*Intentional / Incidental / Absent*
Entrepreneurial Literacy		*Intentional / Incidental / Absent*
Iterative Literacy		*Intentional / Incidental / Absent*
Visual Literacy		*Intentional / Incidental / Absent*
Foreign Language Foundations		*Intentional / Incidental / Absent*

Activity: School Gap Analysis

Now zoom out from a single lesson to your school as a whole. This is a rough diagnostic — not a formal evaluation. Go with your gut.

📋 Gap Analysis Instructions

For each of the eleven domains, rate your school's coverage on a 1–4 scale:

1 = Not addressed at all — this domain isn't on anyone's radar

2 = Addressed incidentally — it happens sometimes, but not intentionally or consistently

3 = Addressed in some contexts — intentional in certain grades or subjects but not school-wide

4 = Systematically addressed — intentional, progressive, and consistent across the school

Then identify: Your top 3 domains (where you're strongest), your bottom 3 domains (where the biggest gaps are), and the one domain where closing the gap would have the biggest impact on students.

Video Segment 7: Making the Invisible Visible

📽️ Naming What You're Already Doing: Why It Matters (8–10 minutes)

• Open: "If you just completed the literacy audit, you probably noticed something: you're already developing more domains than you thought. The problem isn't that the work isn't happening. The problem is that it's invisible."

• Why naming matters: when we make implicit learning explicit, two things happen. First, teachers can be intentional about it — strengthening what's incidental and addressing what's absent. Second, students can recognize and transfer skills more effectively. A student who knows they're developing "iterative literacy" when they revise an essay can apply that same skill in science class.

• The common discovery: most teachers find that Communication Literacy, Mathematical Literacy, and Scientific Literacy are well-represented (because they map to traditional subjects). Cognitive Literacy, Information Literacy, and Iterative Literacy are present but incidental. Visual Literacy and Foreign Language Foundations are usually absent.

• The question to carry forward: "The framework doesn't ask you to transform everything overnight. It asks you to see the whole picture and make strategic decisions about where the gaps are and how to close them. Start where you are, see what you're already doing well, find the gaps that matter most, and grow from there."

• Preview the practice task: "You're about to put all of this together into your portfolio piece — a full literacy audit with an action plan for one specific gap. This isn't hypothetical. It's something you can use Monday morning."

Practice Task

📋 Practice Task: Literacy Audit and Action Plan

This is your portfolio artifact for Arc 1. You'll select a real lesson, audit it against the framework, and design an action plan for one specific gap. This should be something from your actual practice — not a hypothetical.

Step 1: Choose a lesson or unit you've recently taught (or are about to teach). Write a brief description (2–3 sentences) of what students did and what the learning goals were.

Step 2: Complete the full literacy audit using the template from the earlier activity. For each of the eleven domains, identify whether it's Intentional, Incidental, or Absent, and explain how it shows up (or doesn't).

Step 3: Identify your biggest gap — the domain that's absent or most weakly addressed and that, if strengthened, would make the biggest difference for students.

Step 4: Design a specific action plan for closing that gap in this lesson. Include: (a) which domain you're targeting, (b) what specific adjustment you'd make to the lesson (be concrete — not "I'd add more critical thinking" but "I'd add a 5-minute partner discussion where students evaluate which of two data sources is more credible"), (c) how this adjustment connects to the domain's learning goals, and (d) how you'd know if students benefited from the adjustment.

Step 5: Write a brief reflection (3–5 sentences): What did the audit reveal that you wouldn't have noticed otherwise? How does this change how you'll approach lesson planning going forward?

Session 4: Reflect

Connecting, Assessing, and Looking Ahead

🟣 Session at a Glance

Estimated time: 50–60 minutes. This session zooms out. Participants revisit their initial assumptions, self-assess their school's coverage, share their literacy audits for peer feedback, and preview Arc 2. The goal is to consolidate learning and build momentum for what's next.

Session Flow

Time	Component	Description
5 min	**Opening**	The big question: now that you have a map, what do you do with it?
12 min	**Video Segment 8**	The scope of the opportunity — and the invitation to start small
10 min	**Revisit Activity**	Return to the Assumption Audit from Session 1
10 min	**Self-Assessment**	Rate your own understanding and readiness
15 min	**Discussion**	Share your literacy audit and get peer feedback
5 min	**Looking Ahead**	Preview of Arc 2: The Architecture

Video Segment 8: The Scope of the Opportunity

📹 You're Already Doing More Than You Think (10–12 minutes)

• Open with honesty about the scope: "Eleven domains. 281 elements. Nearly 2,700 learning goals. Let's be honest about what we're up against. Most schools don't have the luxury of starting from scratch. They have existing curricula, adopted textbooks, mandated testing schedules, and about a thousand competing priorities."

• The reframe: "Adding eleven literacy domains and 281 elements could feel like one more thing piled onto an already-impossible job. But here's what makes this different: you're already teaching most of this. You just might not have a name for all of it."

• Revisit the kindergarten teacher and circle time (from Session 1): four domains in a single moment. The fifth-grade science teacher with the experiment: five domains simultaneously. The high school Socratic seminar: six domains in one class period. These aren't aspirational examples. They're Tuesday.

• The shift isn't from zero to eleven. It's from incidental to intentional. From "this happens by accident if the teacher is good" to "this happens by design for every student."

• Where to start: "The framework doesn't ask you to overhaul everything. It asks you to see the whole picture and make strategic decisions about where the gaps are and how to close them. Not all at once. Not overnight. Start where you are."

• The invitation: "This is Arc 1. You now have the overview — the 'why' and the 'what.' In Arc 2, we'll look under the hood — the architecture that makes it work. The cognitive progression model, the vertical alignment, the Tools of Thought and Quality Indicators. Because having a map is one thing. Understanding how to read it is another."

• Close: "But before we go further, let's check in on where your thinking has shifted."

Activity: Revisit the Assumption Audit

Pull up your responses from Session 1. Read through each statement again and your original response. For each one, write a brief update: has your thinking shifted? What would you change? What stayed the same?

Pay particular attention to:

- **Statement 3** ("Most schools are already teaching the whole child") — Do you still agree? Or do you now see a difference between "it happens incidentally" and "it happens by design"?
- **Statement 4** ("Adding more is unrealistic") — Has the "you're already doing most of it" framing changed how you feel about this?
- **Statement 5** ("2,700 goals sounds paralyzing") — Now that you understand the nesting structure, does the scope feel more manageable?

Self-Assessment: Your Arc 1 Understanding

Rate yourself honestly on each item below. 1 = I'm not there yet. 2 = I'm getting it but not confident. 3 = I could explain this to a colleague. 4 = I could explain this to a skeptical administrator.

1. I can explain why the traditional definition of literacy (reading and writing) is incomplete.
2. I can name the eleven literacy domains and give a one-sentence description of each.
3. I can explain the difference between Intrapersonal, Interpersonal, and Embedded competencies.
4. I can describe the difference between a framework and a curriculum.

5. I can identify which domains are present in a given lesson and which are missing.
6. I can explain how the framework relates to existing standards (CCSS, NGSS, CASEL, etc.).
7. I can articulate why naming invisible skills matters for equity and student outcomes.
8. I could make a two-minute case for global literacy to a parent, colleague, or principal.

If you scored mostly 3s and 4s, you're solid. If you have items at 1 or 2, consider re-watching the relevant video segment or re-reading the framework architecture summary before moving to Arc 2.

Discussion

💬 Discussion Prompt

Share your literacy audit and action plan from the Session 3 practice task. Then respond to at least two peers with specific, constructive feedback. Focus on: Did they identify domains you would have missed? Does their action plan target a gap that would genuinely make a difference for students? What would you add or adjust?

Follow-up thread options:

• What was the most surprising thing you noticed when you mapped your lesson against the eleven domains?

• How has the framework changed how you think about what you're "actually teaching" versus what's on your lesson plan?

• If you could pick one domain for your whole school to focus on next year, which would it be and why?

• Has this arc changed how you'd answer the question "Are we preparing students for the world they're going to live in?"

Looking Ahead: Arc 2

Now that you have the overview — the eleven domains, the three categories, the framework-vs-curriculum distinction — Arc 2 takes you under the hood. You'll learn about the architecture that makes all of this functional:

- **Cognitive progression** — how Bloom's Taxonomy organizes the entire framework into a developmental staircase from preschool through graduation.
- **Tools of Thought** — the eight cognitive approaches that describe what kind of thinking each learning goal activates.

- **Quality Indicators** — what “good” looks like at each cognitive level, giving you ready-made rubric anchors.
- **Prerequisite chains** — how every learning goal connects to the one before it, creating a thirteen-year developmental pathway you can trace backward to find where a student’s gaps originated.

If Arc 1 was about why we need a new map, Arc 2 is about how to read it. And once you can read it, everything else in this course clicks into place.

🎓 Arc 1 Complete

You’ve finished the first arc. Make sure your practice task (literacy audit and action plan) is saved to your portfolio. You’ll reference it again in later arcs when you go deeper into specific domains and start building integrated plans.

Nice work. You’ve taken the first step toward seeing the whole picture. That’s not a small thing.