NCDSB Literacy Continuum 2019-2020: TERM ONE Reading Writing **Expectations that are Continually Expectations that are Assessed Continually Assessed** 1.1 Variety of Texts 1.2 Purpose 1.1 Purpose and Audience 2.8 Producing Drafts 3.0 Reading With Fluency 2.6 Preparing for Revision 2.7 Revision 2.1 Text Forms 3.0 Language Conventions and Presenting 4.0 Reflecting on Reading Skills and Strategies What you think, you can say. What you say, you can write. What you write, you can read. Written Work Effectively **Monitoring Comprehension** 4.0 Reflecting on Writing Skills and Strategies Suggested Writing **Expectations that are Focused Expectations that are Focused on** Reading Writing **Blocks of Possible Prompts for Reading Response During Language Block** 1.1 Variety of Texts on During Language Block 2.1 Forms **Formats** Time • Think about what you know about so far. Predict what 1.5 Making **Primary: Primary:** • 1.2 Developing Ideas **Recount Grades 1-8** might happen next. Is there information in the illustration(s) that diaries friendly letter **Inferences/Interpreting Texts** • 1.6 Review to retell an event or situation can help you make your prediction? personal recounts personal recount **Primary-** prediction to inferring • 2.2 Voice Make a prediction about what will happen in this story? How do traditional aboriginal diary 2.4 Sentence Fluency Junior/Int.- inferring to uses the past tense stories factual recount 's actions help us to know how he/she was interpretations progresses sequentially captioned photos poetry • 1.3 Comprehension Strategies includes a setting, events, and a summary Week 1-7 How do you think the other characters will react to the actions of Sept. 4th to visualization the main character? How do you know? uses active verbs Oct. 18th Junior/Intermediate: How did he/she feel at the end of the story? Why did he/she Junior/Intermediate: activating prior knowledge uses words that relate to time (e.g., when, feel that way? How do you know? biography autobiography biographies • 1.7 Analysing Texts then, later, before) 7 weeks What conclusions can you draw from the information presented personal and on-line memoir 1.8 Responding to and Evaluating in the text? contains defined characters or text memoirs storyboard • What does the author want you to realize when he/she Texts (synthesis) participants newspaper reports timeline • 2.2 Text Patterns What did the writer mean when she/he wrote obituary • What does the graphic show you that the text does not tell you? • The author said_____. What do you think he/she means? How do you know? • What was the problem? How was it solved? **Primary:** 1.4 Demonstrating Understanding **Primary:** • 1.5 Organizing Ideas **Procedural Grades 1-8** • What is the most important thing the author had to say? 'How-To' books Directions • 2.3 Word Choice **Primary-retell** to give instructions for how to do non-fiction books 'How-to' book 2.4 Sentence Fluency Junior/Int.-summarize something Use of the fiction-hand to describe what happens in the story recipe • 1.3 Comprehension Strategies Use of the non-fiction-hand to discuss the text Week 8-12 Oct. 21st to Junior/Intermediate: • What is the main idea of this non-fiction text? Junior/Intermediate: visualization organizes information in logical, step-by-Nov. 22nd Use as few words as possible to summarize this text? science experiments board game 1.7 Analyzing Texts step sequence • What is the most important part of the story and why was it game instructions experiment 5 weeks • 2.2 Text Patterns uses words that relate to time (e.g., first, instructions What do you want to remember about this book? Why? then, next, before) manual presents factual content in an objective manner 1.6 Extending Understanding How does your experience of a similar situation help you Primary: 'All About' • 1.3 Research **Primary:** directions (how **Explanatory Grades 2-8** understand this character's choices? to complete something), book, labels/captions, **Connections Beyond the Surface** • 1.4 Classifying Ideas to explain an experience or event How is this story like the one we read last week? non-fiction text - related paragraph related to • 1.5 Organizing Ideas • 1.4 Demonstrating Understanding What does this story remind you of in your life? How does this to science and/or social social studies and/or 2.3 Word Choice determining important help you understand the story better? describes a cause-and-effect relationship Week 13-20 studies curriculum science curriculum information Nov. 25th to progresses sequentially Junior/Intermediate: • How does the author's treatment of this topic compare with Junior/Intermediate: Jan. 31st questioning ■ uses the timeless, present tense treatments of the topic in other sources? magazine article, manuals, textbooks, • 1.7 Analysing Texts Which other books/movies/articles/online texts share a similar uses an impersonal, objective tone 8 weeks scientific explanations scientific explanation, topic/theme/point of view? • 2.3 Text Features summary, article related How does your experience of a similar situation help you to social studies and/or understand the character's choices? How does what you are reading now compare to what you have science curriculum

NB: -Grade one students will be responsible for writing only in the forms of **recount, report, procedural and narrative.** It is expected that grade one students will also be exposed to the explanatory and persuasive forms through read alouds, shared reading etc. The persuasive form (e.g. poster) will be produced through cross-curricular connections (e.g. health/religion/science/social studies). There is no expectation that grade one students will produce a piece of explanatory writing, however, the reading comprehension strategies associated with explanatory writing must be taught. Therefore, the suggested timelines may not be appropriate for grade one students.

NCDSB Literacy Continuum 2019-2020: TERM TWO

	Reading Expectations that are Continually Assessed 1.1 Variety of Texts 1.2 Purpose 2.1 Text Forms 3.0 Reading With Fluency 4.0 Reflecting on Reading Skills and Strategies	What you think, you can say. What you say, you can write. What you write, you can read.				Writing Expectations that are Continually Assessed 1.1 Purpose and Audience 2.6 Preparing for Revision 3.0 Language Conventions 2.7 Revision 4.0 Reflection
Blocks of Time Week 21-27 Feb. 3 rd to March 27 th 7 weeks	Expectations that are Focused on During Language Block 1.7 Analyzing Texts 1.3 Comprehension Strategies visualization 1.4 Demonstrating Understanding 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding connections beyond the surface 2.4 Elements of Style	Reading 1.1 Variety of Texts Primary: pattern books, rhymes, simple fictional stories, poetry, folktales, fairytales, stories, fables, adventure stories, chapter stories, comic books Junior/Intermediate: graphic novels, poetry, plays, chapter books, short stories, legends, myths, fantasies, novels	 Possible Prompts for Reading Response In what way does knowing more about the characters help you to understand the text?" How does identifying the setting in the text help you as a reader? What was your favourite part? How did it make you feel? What author's message do these two stories share? What kind of book is this? How do you know? How does the author use the setting to establish the mood of the text? How is it effective? How did the author tie the concluding paragraph to the opening statement? How does this text feature help you understand the text? What is the author's purpose in writing this book? The author said What did he/she mean by that? (figurative, metaphor, idiom) 	Writing 2.1 Forms Narrative Grades 1-8 to entertain, engage, or provide an escape into	Writing Formats Primary: extension of a fairy tale, fractured fairytale, adventure story, fable, poetry Junior/Intermediate: script for a television report, journalist's report for newspaper or television, folktale, fable, legend, fantasy, tall tale, poetry, mystery story, satire, science fiction	Expectations that are Focused of During Language Block 1.2 Developing Ideas 1.5 Organizing ideas 2.2 Voice 2.3 Word Choice
Week 28-34 March 30 th to May 15 th 7 weeks	 1.9 Point of View 1.6 Extending Understanding connections beyond the surface 1.7 Analyzing Texts 1.8 Responding to and Evaluating Texts (synthesis) 2.4 Elements of Style 	Primary: letters, posters, poetry Junior/Intermediate: advertisements, logos, print and on-line editorials	 How does the author show his/her point of view? How might this story have been different if the main character was (i.e. a girl/boy; adult/child, etc)? What do you think the author wants the reader to think? How might a different character tell this story? What is the author telling us about this topic? Who is talking in the story? Does reading about another point of view make you think about this issue differently? Who would be most likely to share this point of view? Who would not? How would you revise the text to appeal to a different or wider audience? Whose point of view is fully explored? Why? Do you see evidence of stereotyping in this text? Whose voice/opinion is missing from this text? Why do you think it has been left out? What words might you give to this missing voice? 	Persuasive Grades 2-8 to present an argument or point of view; to influence begins with a position statement supported by evidence and examples attempts to persuade by using logic and appealing to the reader's emotions or sense of moral justice may include research data may compare or contrast must include details about other possible points of view	Primary: poster, letter, advertisement, announcement, paragraph Junior/Intermediate: advertisement, commercial, editorial, pamphlet, review, commentary, blog, formal letter, argument	 1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View
Week 35-39 May 25 th to June 25 th 5 weeks	1.8 Responding to and Evaluating Texts Synthesizing • 1.4 Demonstrating Understanding determining important information; questioning • 1.5 Making Inferences/Interpreting Texts • 2.2 Text Patterns • 2.3 Text Features	Primary: graphs, signs, labels, calendars, maps, charts, tables, magazine articles, print and electronic resources Junior/Intermediate: graphs, signs, labels, calendars, maps, charts, tables, newspaper and magazine articles, zines, e-zines, print and electronic resources, textbooks, non-fiction books, atlases	 Do you agree with the decisions made by the main character in the story? Why or why not? Why do you think what happened to the character was fair/not fair? What makes this a good title for this book? How does the ending of this story make you feel? Why? Has the author chosen the most convincing facts to support his/her opinion? Do you think this character's actions accurately reflect his/her thoughts? What evidence from the text supports his/her conclusions? What is your opinion of? What evidence in the text supports your opinion? 	Report Grades 1-8 to provide a precise, organized, factual record on a specific topic uses precise, subject-specific language uses an impersonal, objective tone uses a logical organization of ideas includes a definition, description, or summary of the topic as clarification for the audience documents primary and secondary sources of information cites evidence to support arguments or claims	Primary: mini-report related to the social studies and/or science curriculum Junior/Intermediate: myth, report related to the social studies, science, history, geography curricula, social justice issues, religion	 1.3 Research 1.4 Classifying Ideas 1.6 Review 2.3 Word Choice

may not be appropriate for grade one students.