

NCDSB Literacy Continuum 2019-2020: TERM ONE



What you think, you can say. What you say, you can write. What you write, you can read.

Suggested Blocks of Time	Reading					Writing
	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 <i>Monitoring Comprehension</i>					Expectations that are Continually Assessed 1.1 Purpose and Audience 2.8 Producing Drafts 2.6 Preparing for Revision 2.7 Revision 3.0 Language Conventions and Presenting Written Work Effectively 4.0 Reflecting on Writing Skills and Strategies
	Expectations that are Focused on During Language Block	Reading 1.1 Variety of Texts	Possible Prompts for Reading Response	Writing 2.1 Forms	Writing Formats	Expectations that are Focused on During Language Block
Week 1-7 Sept. 4th to Oct. 18th 7 weeks	1.5 Making Inferences/Interpreting Texts Primary- <i>prediction to inferring</i> Junior/Int.- <i>inferring to interpretations</i> • 1.3 Comprehension Strategies <i>visualization activating prior knowledge</i> • 1.7 Analysing Texts • 1.8 Responding to and Evaluating Texts (<i>synthesis</i>) • 2.2 Text Patterns	Primary: diaries personal recounts traditional aboriginal stories poetry Junior/Intermediate: biographies personal and on-line text memoirs newspaper reports	<ul style="list-style-type: none"> Think about what you know about _____ so far. Predict what might happen next. Is there information in the illustration(s) that can help you make your prediction? Make a prediction about what will happen in this story? How do you know? How did _____'s actions help us to know how he/she was feeling in the story? How do you think the other characters will react to the actions of the main character? How do you know? 	Recount Grades 1-8 to retell an event or situation <ul style="list-style-type: none"> uses the past tense progresses sequentially includes a setting, events, and a summary uses active verbs uses words that relate to time (e.g., <i>when, then, later, before</i>) contains defined characters or participants 	Primary: friendly letter personal recount diary factual recount captioned photos Junior/Intermediate: biography autobiography memoir storyboard timeline obituary	<ul style="list-style-type: none"> 1.2 Developing Ideas 1.6 Review 2.2 Voice 2.4 Sentence Fluency
Week 8-12 Oct. 21st to Nov. 22nd 5 weeks	1.4 Demonstrating Understanding Primary- <i>retell</i> Junior/Int.- <i>summarize</i> • 1.3 Comprehension Strategies <i>visualization</i> • 1.7 Analyzing Texts • 2.2 Text Patterns	Primary: 'How-To' books non-fiction books Junior/Intermediate: science experiments game instructions	<ul style="list-style-type: none"> What was the problem? How was it solved? What is the most important thing the author had to say? <i>Strategies</i> Use of the fiction-hand to describe what happens in the story Use of the non-fiction-hand to discuss the text 	Procedural Grades 1-8 to give instructions for how to do something <ul style="list-style-type: none"> organizes information in logical, step-by-step sequence uses words that relate to time (e.g., <i>first, then, next, before</i>) presents factual content in an objective manner 	Primary: Directions 'How-to' book recipe Junior/Intermediate: board game experiment instructions manual	<ul style="list-style-type: none"> 1.5 Organizing Ideas 2.3 Word Choice 2.4 Sentence Fluency
Week 13-20 Nov. 25th to Jan. 31st 8 weeks	1.6 Extending Understanding Connections Beyond the Surface • 1.4 Demonstrating Understanding <i>determining important information questioning</i> • 1.7 Analysing Texts • 2.3 Text Features	Primary: directions (how to complete something), non-fiction text – related to science and/or social studies curriculum Junior/Intermediate: manuals, textbooks, scientific explanations	<ul style="list-style-type: none"> How does your experience of a similar situation help you understand this character's choices? How is this story like the one we read last week? What does this story remind you of in your life? How does this help you understand the story better? 	Explanatory Grades 2-8 to explain an experience or event <ul style="list-style-type: none"> describes a cause-and-effect relationship progresses sequentially uses the timeless, present tense uses an impersonal, objective tone 	Primary: 'All About' book, labels/captions, paragraph related to social studies and/or science curriculum Junior/Intermediate: magazine article, scientific explanation, summary, article related to social studies and/or science curriculum	<ul style="list-style-type: none"> 1.3 Research 1.4 Classifying Ideas 1.5 Organizing Ideas 2.3 Word Choice

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



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	Reading					Writing
	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 Monitoring Comprehension					Expectations that are Continually Assessed 1.1 Purpose and Audience 2.8 Producing Drafts 2.6 Preparing for Revision 2.7 Revision 3.0 Language Conventions 4.0 Reflection
Suggested Blocks of Time	Expectations that are Focused on During Language Block	Reading 1.1 Variety of Texts	Possible Prompts for Reading Response	Writing 2.1 Forms	Writing Formats	Expectations that are Focused on During Language Block
Week 21-27 Feb. 3 rd to March 27 th 7 weeks	1.7 Analyzing Texts <ul style="list-style-type: none"> 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 	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	<ul style="list-style-type: none"> 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? 	Narrative Grades 1-8 to entertain, engage, or provide an escape into a different world or time <ul style="list-style-type: none"> may be fictitious or true progresses sequentially features one or more characters contains dialogue or descriptive language is usually written in the past tense tends to have a defined setting describes a storyline, plot, or problem that is usually resolved by the end of the story 	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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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? 	Persuasive Grades 2-8 to present an argument or point of view; to influence <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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? 	Report Grades 1-8 to provide a precise, organized, factual record on a specific topic <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1.3 Research 1.4 Classifying Ideas 1.6 Review 2.3 Word Choice

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