



NCDSB Literacy Continuum 2015-2016: TERM ONE

Suggested Blocks of Time	Reading		<div></div> What you think, you can say. What you say, you can write. What you write, you can read.				Writing	
	Expectations that are Continually Assessed						Expectations that are Continually Assessed	
	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. 2nd to Oct. 16th 7 weeks	1.5 Making Inferences/Interpreting Texts Primary- prediction to inferring Junior/Int.- inferring to interpretations • 1.3 Comprehension Strategies visualization activating prior knowledge • 1.7 Analysing Texts • 1.8 Responding to and Evaluating Texts (synthesis) • 2.2 Text Patterns	Primary: diaries personal recounts traditional aboriginal stories poetry	<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 tenseprogresses sequentiallyincludes a setting, events, and a summaryuses active verbsuses 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	<ul style="list-style-type: none">1.2 Developing Ideas1.6 Review2.2 Voice2.4 Sentence Fluency		
		Junior/Intermediate: biographies personal and on-line text memoirs newspaper reports	<ul style="list-style-type: none">How did he/she feel at the end of the story? Why did he/she feel that way? How do you know?What conclusions can you draw from the information presented in the text?What does the author want you to realize when he/she says_____?What did the writer mean when she/he wrote_____?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?		Junior/Intermediate: biography autobiography memoir storyboard timeline obituary			
Week 8-12 Oct. 19th to Nov. 20 th 5 weeks	1.4 Demonstrating Understanding Primary-retell Junior/Int.-summarize • 1.3 Comprehension Strategies visualization • 1.7 Analyzing Texts • 2.2 Text Patterns	Primary: ‘How-To’ books non-fiction books	<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? <u>Strategies</u>Use of the fiction-hand to describe what happens in the storyUse 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 sequenceuses 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	<ul style="list-style-type: none">1.5 Organizing Ideas2.3 Word Choice2.4 Sentence Fluency		
		Junior/Intermediate: science experiments game instructions	<ul style="list-style-type: none">What is the main idea of this non-fiction text?Use as few words as possible to summarize this text?What is the most important part of the story and why was it important?What do you want to remember about this book? Why?		Junior/Intermediate: board game experiment instructions manual			
Week 13-20 Nov. 23rd to Jan. 29th 8 weeks	1.6 Extending Understanding Connections Beyond the Surface • 1.4 Demonstrating Understanding determining important information questioning • 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	<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 relationshipprogresses sequentiallyuses the timeless, present tenseuses an impersonal, objective tone	Primary: ‘All About’ book, labels/captions, paragraph related to social studies and/or science curriculum	<ul style="list-style-type: none">1.3 Research1.4 Classifying Ideas1.5 Organizing Ideas2.3 Word Choice		
		Junior/Intermediate: manuals, textbooks, scientific explanations	<ul style="list-style-type: none">How does the author’s treatment of this topic compare with treatments of the topic in other sources?Which other books/movies/articles/online texts share a similar topic/theme/point of view?How does your experience of a similar situation help you understand the character’s choices?How does what you are reading now compare to what you have already read on this topic?		Junior/Intermediate: magazine article, scientific explanation, summary, article related to social studies and/or 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 2015-2016: TERM TWO

Suggested Blocks of Time	Reading	<div> What you think, you can say. What you say, you can write. What you write, you can read.</div>					Writing
	Expectations that are Continually Assessed						Expectations that are Continually Assessed
	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. 1st to March 24 th 7 weeks	1.7 Analyzing Texts <ul style="list-style-type: none">1.3 Comprehension Strategies visualization1.4 Demonstrating Understanding1.5 Making Inferences/Interpreting Texts1.6 Extending Understanding connections beyond the surface2.4 Elements of Style	Primary: pattern books, rhymes, simple fictional stories, poetry, folktales, fairytales, stories, fables, adventure stories, chapter stories, comic books	<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 trueprogresses sequentiallyfeatures one or more characterscontains dialogue or descriptive languageis usually written in the past tensetends to have a defined settingdescribes 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	<ul style="list-style-type: none">1.2 Developing Ideas1.5 Organizing ideas2.2 Voice2.3 Word Choice	
		Junior/Intermediate: graphic novels, poetry, plays, chapter books, short stories, legends, myths, fantasies, novels	<ul style="list-style-type: none">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)		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		
Week 28-34 March 29 th to May 13 th 7 weeks	1.9 Point of View <ul style="list-style-type: none">1.6 Extending Understanding connections beyond the surface1.7 Analyzing Texts1.8 Responding to and Evaluating Texts (synthesis)2.4 Elements of Style	Primary: letters, posters, poetry	<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 examplesattempts to persuade by using logic and appealing to the reader’s emotions or sense of moral justicemay include research datamay compare or contrastmust include details about other possible points of view	Primary: poster, letter, advertisement, announcement, paragraph	<ul style="list-style-type: none">1.4 Classifying Ideas1.6 Review2.2 Voice2.3 Word Choice2.5 Point of View	
		Junior/Intermediate: advertisements, logos, print and on-line editorials	<ul style="list-style-type: none">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?		Junior/Intermediate: advertisement, commercial, editorial, pamphlet, review, commentary, blog, formal letter, argument		
Week 35-39 May 16 th to June 17 th 5 weeks	1.8 Responding to and Evaluating Texts Synthesizing <ul style="list-style-type: none">1.4 Demonstrating Understanding determining important information; questioning1.5 Making Inferences/Interpreting Texts2.2 Text Patterns2.3 Text Features	Primary: graphs, signs, labels, calendars, maps, charts, tables, magazine articles, print and electronic resources	<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 languageuses an impersonal, objective toneuses a logical organization of ideasincludes a definition, description, or summary of the topic as clarification for the audiencedocuments primary and secondary sources of informationcites evidence to support arguments or claims	Primary: mini-report related to the social studies and/or science curriculum	<ul style="list-style-type: none">1.3 Research1.4 Classifying Ideas1.6 Review2.3 Word Choice	
		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">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?		Junior/Intermediate: myth, report related to the social studies, science, history, geography curricula, social justice issues, religion		

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