

# NCDSB Literacy Continuum 2016-2017: 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. 6th to Oct. 21 <sup>st</sup>  7 weeks	<b>1.5 Making Inferences/Interpreting Texts</b> Primary- <i>prediction to inferring</i> Junior/Int.- <i>inferring to interpretations</i> • 1.3 Comprehension Strategies <i>visualization</i> <i>activating prior knowledge</i> • 1.7 Analysing Texts • 1.8 Responding to and Evaluating Texts ( <i>synthesis</i> ) • 2.2 Text Patterns	<b>Primary:</b> diaries personal recounts traditional aboriginal stories poetry  <b>Junior/Intermediate:</b> biographies personal and on-line text memoirs newspaper reports	<ul style="list-style-type: none"> <li>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?</li> <li>Make a prediction about what will happen in this story? How do you know?</li> <li>How did _____'s actions help us to know how he/she was feeling in the story?</li> <li>How do you think the other characters will react to the actions of the main character? How do you know?</li> </ul>	<b>Recount Grades 1-8 to retell an event or situation</b>  <ul style="list-style-type: none"> <li>uses the past tense</li> <li>progresses sequentially</li> <li>includes a setting, events, and a summary</li> <li>uses active verbs</li> <li>uses words that relate to time (e.g., <i>when, then, later, before</i>)</li> <li>contains defined characters or participants</li> </ul>	<b>Primary:</b> friendly letter personal recount diary factual recount captioned photos  <b>Junior/Intermediate:</b> biography autobiography memoir storyboard timeline obituary	<ul style="list-style-type: none"> <li>1.2 Developing Ideas</li> <li>1.6 Review</li> <li>2.2 Voice</li> <li>2.4 Sentence Fluency</li> </ul>
Week 8-12 Oct. 24 <sup>th</sup> to Nov. 25 <sup>th</sup>  5 weeks	<b>1.4 Demonstrating Understanding</b> Primary- <i>retell</i> Junior/Int.- <i>summarize</i> • 1.3 Comprehension Strategies <i>visualization</i> • 1.7 Analyzing Texts • 2.2 Text Patterns	<b>Primary:</b> 'How-To' books non-fiction books  <b>Junior/Intermediate:</b> science experiments game instructions	<ul style="list-style-type: none"> <li>What was the problem? How was it solved?</li> <li>What is the most important thing the author had to say? <i>Strategies</i></li> <li>Use of the fiction-hand to describe what happens in the story</li> <li>Use of the non-fiction-hand to discuss the text</li> </ul>	<b>Procedural Grades 1-8 to give instructions for how to do something</b>  <ul style="list-style-type: none"> <li>organizes information in logical, step-by-step sequence</li> <li>uses words that relate to time (e.g., <i>first, then, next, before</i>)</li> <li>presents factual content in an objective manner</li> </ul>	<b>Primary:</b> Directions 'How-to' book recipe  <b>Junior/Intermediate:</b> board game experiment instructions manual	<ul style="list-style-type: none"> <li>1.5 Organizing Ideas</li> <li>2.3 Word Choice</li> <li>2.4 Sentence Fluency</li> </ul>
Week 13-20 Nov. 28 <sup>th</sup> to Feb. 3 <sup>rd</sup>  8 weeks	<b>1.6 Extending Understanding</b> <i>Connections Beyond the Surface</i> • 1.4 Demonstrating Understanding <i>determining important information</i> <i>questioning</i> • 1.7 Analysing Texts • 2.3 Text Features	<b>Primary:</b> directions (how to complete something), non-fiction text – related to science and/or social studies curriculum  <b>Junior/Intermediate:</b> manuals, textbooks, scientific explanations	<ul style="list-style-type: none"> <li>How does your experience of a similar situation help you understand this character's choices?</li> <li>How is this story like the one we read last week?</li> <li>What does this story remind you of in your life? How does this help you understand the story better?</li> </ul>	<b>Explanatory Grades 2-8 to explain an experience or event</b>  <ul style="list-style-type: none"> <li>describes a cause-and-effect relationship</li> <li>progresses sequentially</li> <li>uses the timeless, present tense</li> <li>uses an impersonal, objective tone</li> </ul>	<b>Primary:</b> 'All About' book, labels/captions, paragraph related to social studies and/or science curriculum  <b>Junior/Intermediate:</b> magazine article, scientific explanation, summary, article related to social studies and/or science curriculum	<ul style="list-style-type: none"> <li>1.3 Research</li> <li>1.4 Classifying Ideas</li> <li>1.5 Organizing Ideas</li> <li>2.3 Word Choice</li> </ul>

**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 2016-2017: TERM TWO



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

Reading							Writing	
Expectations that are Continually Assessed							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>							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. 6 <sup>th</sup> to March 31 <sup>st</sup>  7 weeks	<b>1.7 Analyzing Texts</b> <ul style="list-style-type: none"> <li>• 1.3 Comprehension Strategies <b>visualization</b></li> <li>• 1.4 Demonstrating Understanding</li> <li>• 1.5 Making Inferences/Interpreting Texts</li> <li>• 1.6 Extending Understanding <b>connections beyond the surface</b></li> <li>• 2.4 Elements of Style</li> </ul>	<b>Primary:</b> pattern books, rhymes, simple fictional stories, poetry, folktales, fairytales, stories, fables, adventure stories, chapter stories, comic books  <b>Junior/Intermediate:</b> graphic novels, poetry, plays, chapter books, short stories, legends, myths, fantasies, novels	<ul style="list-style-type: none"> <li>• In what way does knowing more about the characters help you to understand the text?"</li> <li>• How does identifying the setting in the text help you as a reader?</li> <li>• What was your favourite part? How did it make you feel?</li> <li>• What author's message do these two stories share?</li> <li>• What kind of book is this? How do you know?</li> </ul>	<b>Narrative Grades 1-8 to entertain, engage, or provide an escape into a different world or time</b> <ul style="list-style-type: none"> <li>▪ may be fictitious or true</li> <li>▪ progresses sequentially</li> <li>▪ features one or more characters</li> <li>▪ contains dialogue or descriptive language</li> <li>▪ is usually written in the past tense</li> <li>▪ tends to have a defined setting</li> <li>▪ describes a storyline, plot, or problem that is usually resolved by the end of the story</li> </ul>	<b>Primary:</b> extension of a fairy tale, fractured fairytale, adventure story, fable, poetry  <b>Junior/Intermediate:</b> 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"> <li>• 1.2 Developing Ideas</li> <li>• 1.5 Organizing ideas</li> <li>• 2.2 Voice</li> <li>• 2.3 Word Choice</li> </ul>		
Week 28-34 April 3 <sup>rd</sup> to May 19 <sup>th</sup>  7 weeks	<b>1.9 Point of View</b> <ul style="list-style-type: none"> <li>• 1.6 Extending Understanding <b>connections beyond the surface</b></li> <li>• 1.7 Analyzing Texts</li> <li>• 1.8 Responding to and Evaluating Texts (<b>synthesis</b>)</li> <li>• 2.4 Elements of Style</li> </ul>	<b>Primary:</b> letters, posters, poetry  <b>Junior/Intermediate:</b> advertisements, logos, print and on-line editorials	<ul style="list-style-type: none"> <li>• How does the author show his/her point of view?</li> <li>• How might this story have been different if the main character was _____ (i.e. a girl/boy; adult/child, etc...)?</li> <li>• What do you think the author wants the reader to think?</li> <li>• How might a different character tell this story?</li> <li>• What is the author telling us about this topic?</li> <li>• Who is talking in the story?</li> </ul>	<b>Persuasive Grades 2-8 to present an argument or point of view; to influence</b> <ul style="list-style-type: none"> <li>▪ begins with a position statement supported by evidence and examples</li> <li>▪ attempts to persuade by using logic and appealing to the reader's emotions or sense of moral justice</li> <li>▪ may include research data</li> <li>▪ may compare or contrast</li> <li>▪ must include details about other possible points of view</li> </ul>	<b>Primary:</b> poster, letter, advertisement, announcement, paragraph  <b>Junior/Intermediate:</b> advertisement, commercial, editorial, pamphlet, review, commentary, blog, formal letter, argument	<ul style="list-style-type: none"> <li>• 1.4 Classifying Ideas</li> <li>• 1.6 Review</li> <li>• 2.2 Voice</li> <li>• 2.3 Word Choice</li> <li>• 2.5 Point of View</li> </ul>		
Week 35-39 May 22 <sup>nd</sup> to June 23 <sup>rd</sup>  5 weeks	<b>1.8 Responding to and Evaluating Texts</b> <b>Synthesizing</b> <ul style="list-style-type: none"> <li>• 1.4 Demonstrating Understanding <b>determining important information; questioning</b></li> <li>• 1.5 Making Inferences/Interpreting Texts</li> <li>• 2.2 Text Patterns</li> <li>• 2.3 Text Features</li> </ul>	<b>Primary:</b> graphs, signs, labels, calendars, maps, charts, tables, magazine articles, print and electronic resources  <b>Junior/Intermediate:</b> 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"> <li>• Do you agree with the decisions made by the main character in the story? Why or why not?</li> <li>• Why do you think what happened to the character was fair/not fair?</li> <li>• What makes this a good title for this book?</li> <li>• How does the ending of this story make you feel? Why?</li> </ul>	<b>Report Grades 1-8 to provide a precise, organized, factual record on a specific topic</b> <ul style="list-style-type: none"> <li>▪ uses precise, subject-specific language</li> <li>▪ uses an impersonal, objective tone</li> <li>▪ uses a logical organization of ideas</li> <li>▪ includes a definition, description, or summary of the topic as clarification for the audience</li> <li>▪ documents primary and secondary sources of information</li> <li>▪ cites evidence to support arguments or claims</li> </ul>	<b>Primary:</b> mini-report related to the social studies and/or science curriculum  <b>Junior/Intermediate:</b> myth, report related to the social studies, science, history, geography curricula, social justice issues, religion	<ul style="list-style-type: none"> <li>• 1.3 Research</li> <li>• 1.4 Classifying Ideas</li> <li>• 1.6 Review</li> <li>• 2.3 Word Choice</li> </ul>		

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