This is an example. Literacy learning is much broader than the sample below. Teachers are encouraged to identify connections with their own established plans, the BC curriculum, and the needs of their learners, to design their own unique, yearly literacy learning plans

**Word Wall/Writing Folder Words:**  **Grade 4: Sample Literacy Year Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Grade 4 | Fall | | | | | | | Winter | | | | | | | | Spring | | | | |
| Important and  Commemorative  Days | \*Start of School  \*Orange Shirt Day (T&RD)  \*Gender Equality week | \*Thanksgiving  \*Halloween  \*National Seniors Day | | | \*Remembrance Day  \*Indigenous Veteran’s Day  \*Louis Riel day  \*Diwali | | \*Hanukkah \*Christmas  \*International Day of Person’s with Disabilities  \*Human Rights Day  \*Winter Solstice | | | \*National Ribbon Skirt Day  \*World Day for African Culture  \*Chinese New Year  \*Black History Month | | | \*Have a Heart Day  \*Anti-Bullying Day  \*Valentine’s Day  \*Family Day | | \*Elder Beary Day  \*International day to Eliminate Racism  \*Ramadan | | \*Easter  \*Passover  \*Eid  \*Equality Day  \*Mother Earth Day | | \*World Day for Cultural Diversity  \*Asian Heritage Month | \*National Indigenous People’s Day  \*Multi-culturist Day  \*Summer Solstice  \*End of School |
| Language  Experiences | \*co-creating class norms and culture  \*introducing oneself to new peers  \*relating personal and family history | | | | \*determining importance; main idea/events/details  \*summarizing – paraphrasing | | | | | \*developing public-speaking confidence; argument and personal speaking style  \*oral language-cultural connections | | | | | \*readers Theatre: altering voice to communicate  \*retelling – chronological and with vocab. | | | | Personal reflection and self -assessment | consolidation |
| Vocabulary  Tier II Vocabulary words | \*word of the day – content related plus  \* avoid, awkward, tradition, entire, argue | \*word of the day – content related plus  \*persist, obvious, accomplish, circular, defend | | \*word of the day – content related plus  \*simplify, insert, decrease, furious, explanation | | \*word of the day – content related plus  \*rarely, separate, convince, example | | | | \*word of the day – content related plus  \*distribute, annual, increasing, support, dimension | | \*word of the day – content related plus  \*belittle, approach, except, flexible, usually | | | \*word of the day – content related plus  \*observe, surround,  persuade maximum, threat | | \*word of the day – content related plus  \*previous, organized, accurate, experiment, result | \*word of the day – content related plus  \*inform, conclude, incredulous, prank, selection, | | \*word of the day – content related plus  \*calculate, border, announce, instigate |
| Word Study | \*verbs and verb tense  \*idioms | \*nouns/pro-nouns proper nouns/ possessive nouns | | \*adverbs and adjectives  \*contractions | | \*antonyms and synonyms | | | | Greek/Latin roots:  e.g. therm, port  \*Conjunctions – but, and, so, for | | Greek/Latin roots:  e.g. photo, tele  Interjections – e.g. wow, ew, oh | | | Greek/Latin roots:  e.g. graph, geo  \*homonyms – e.g. wind/wind | | Greek/Latin roots:  e.g. phono, micro  \*Homophones –  to, too and two | Greek/Latin roots:  e.g. bio, chron | | Greek/Latin roots:  e.g. spir, mort |
| Phonics/  Spelling Concepts | \*review of open and closed syllables  \*Consonant ‘le’ | \*silent ‘e’  \*vowel teams  \*r-controlled vowels | | \*diphthongs  \*affixes and multisyllabic words | | consolidation | | | | \*various ways to spell ā  \*various ways to spell ē | | \*various ways to spell ō  \*various ways to spell ī | | | \*various ways to spell ū | | \*various ways to spell /ou/ (out/cow)  \*various ways to spell /oo/ | \*various ways to spell /er/ | | Consolidation |
| Writing  Types  Techniques  Traits/Tools | \*narrative - biography  \* simile and dialogue  \*Planning a paragraph  \*ideas | \*narrative – myth/fable  \*metaphor and foreshadowing  \*indenting  \*self editing  \*ideas | | \*persuasive – opinion piece  \*hyperbole  \*possessives  \*quotation marks  \*voice | | \*persuasive – argument letter  \*alliteration,  \*voice | | | | \*expository –  topic of choice research  \*non-fiction traits -layout, subtitles etc.  \*organization | | \*expository –  news article or ‘how-to’ article  \*allusion  \*sentence fluency | | | \*descriptive - poetry  \*imagery  \*word choice | | \*descriptive - memoir  \*irony and sarcasm  \*conventions | \*self-reflection – review of writing portfolio  \*editing - publishing process  \*presentation | | Consolidation |
| Read Aloud | \*Favorite authors/titles  \*Cross Curricular reading | | | | | | | \*Titles from ‘Battle of the Books’  \*Cross Curricular reading | | | | | | | | \*Favorite authors/titles  \*Cross Curricular reading | | | | |
| Reading – comprehension Strategies | \*activating- pre-reading strategies "priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory  in order to extract and construct meaning from text | | \*monitoring/clarifying thinking about how and what one is reading, both during and after the act of reading, for purposes of determining  if one is comprehending the text combined with the ability to clarify and fix up any mix-ups | | \*questioning - engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question  generation, and question answering | | | | \*introduction to Reciprocal Teaching – independent reading groups  \*predictors  \*questioners  \*clarifiers  \*summarizers | | \*inferring -bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text | | | \*searching/selecting -searching a variety of sources in order to select appropriate information to answer questions, define words and  terms, clarify misunderstandings, solve problems, or gather information | | | \*summarizing -  restating the meaning of text in one's own words--different words from those used in the original text | \*visualizing/organizing - Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the  text | | Consolidation |
| Generalized Reading Goals | Level 22/23 Level 23/24 Level 24/25 Level 25/26  Flyleaf: Reading Series 2 and 3 as needed | | | | | | | | | | | | | | | | | | | |

**\*\*No Excuse Words, Adrienne Gear, 2017**

**Sept.** \*review primary words, class names, locations,

\*after, because, been, find

**Oct. \***number words, \*first, from, had, into, just, know, little, most, now

**Nov**. \*only, people, school, than, time, to, too, two,

very, water, their, there, they’re

**Dec.** \*wear, we’re, were, where, who, words

**Jan.** \*special, especially, flood, move, owe, Celsius

**Feb.** \*usual, skiing, clothes, length, material, chocolate

**Mar**. \*suppose, surprise, half (halves), wolf (wolves)

**Apr.** \*strength, calm, aunt, cousin, million, century,

**May** \*minute, push, pull, berry, bury, die, dye

**June** \*usual, island, sure, medicine

Diagram

Description automatically generated

**Regular school-wide writing opportunities assist in observing writing progress for all students, in all grades.**