

# GECDSB Literacy Pacing Guide

## Term 2: 2021-2022

**PLEASE NOTE:** Oral and Media Literacy should be integrated throughout the term as appropriate. Based on the minimum expectations for language arts, all four strands must be reported on the term 2 report card.

<b>Primary Division Reading</b>	<b>Expectations Continually Assessed:</b> 1.1 Variety of Texts 1.2 Purpose 2.1 Text Forms 3.1 – 3.3 Reading with Fluency 4.1 – 4.2 Reflecting on Reading Skills and Strategies *Monitoring Comprehension		<b>Resources:</b> Collections DRA LLI Lexia Big Books & Levelled Texts – Book Room Mentor Texts Reading A-Z Virtual Library EQAO Reading Prompts and Samples
Expectations	Suggested Texts to Explore	Recommended Reader Response Prompts	Suggested Amount of Time
1.7 Analyzing Texts 1.3 Comprehension Strategies (i.e., activate prior knowledge, visualize, ask questions, identify important ideas in a text, etc...) 1.4 Demonstrating Understanding (i.e., retell or dramatize a story) 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding (i.e., make connections) 2.4 Elements of Style (including voice and word choice)	pattern books picture books poetry lyrics folktales fairy tales fables early chapter books graphic novels	What kind of problems does the main character experience? How does he/she solve these problems? How 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? Would you recommend this book to a friend? Why?	5 weeks
1.9 Point of View 1.6 Extending Understanding 1.7 Analyzing Texts (i.e. identify the main idea and elements of the text) 1.8 Responding to and Evaluating Texts 2.4 Elements of Style	poetry letters posters graphic texts	How does the author show his/her point of view? Who is talking in the story? 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? Whose voice is missing? What is the author telling us about this topic?	5 weeks

1.8 Responding to and Evaluating Texts -synthesize information 1.4 Demonstrating Understanding (i.e., predict, question, retell, etc...) 1.5 Making Inferences/Interpreting Texts 2.2 Text Patterns 2.3 Text Features (e.g., table of contents, index, chart, illustrations, pictures, diagrams, icons)	signs calendars maps charts tables magazine articles database articles	How do the pictures help you to understand the story? What features on this map help us to understand the information? Could an author include a map in a chapter book? Does the main character make good choices? Why or why not? Do you think what happened to the character was fair/not fair? Explain. What would be a good title for this book? How does the ending of this story make you feel? Why?	6 weeks
Revisiting Key Concepts in Narrative Fiction 1.7 Analyzing Texts 1.3 Comprehension Strategies 1.4 Demonstrating Understanding 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding 2.4 Elements of Style (i.e., voice, word choice, and different types of sentences)	picture books poetry chapter books graphic novels	What kind of problems does the main character experience? How does he/she solve these problems? How 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? Would you recommend this book to a friend? Why?	4 weeks

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<b>Junior Division Reading</b>	<b>Expectations Continually Assessed:</b> 1.1 Variety of Texts 1.2 Purpose 2.1 Text Forms 3.1 – 3.3 Reading with Fluency 4.1 – 4.2 Reflecting on Reading Skills and Strategies *Monitoring Comprehension		<b>Resources:</b> Literacy in Action CASI Mentor Texts Main Sails Levelled Texts – Book Room Virtual Library EQAO Reading Prompts and Samples
Expectations	Suggested Texts to Explore	Recommended Reader Response Prompts	Suggested Amount of Time
1.7 Analyzing Texts 1.3 Comprehension Strategies (i.e., activate prior knowledge, concept maps, visualize, predict, reread to confirm, etc...) 1.4 Demonstrating Understanding (i.e., summarizing, identifying supporting details, anticipating, etc...) 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding (i.e., making connections) 2.4 Elements of Style (including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures)	graphic novels poetry plays junior chapter books short stories legends/myths novels fan fiction	How does the author use the setting to establish the mood of the text? How is it effective? What is the author’s purpose in writing this book? The author said _____. What did he/she mean by that? (figurative, metaphor, idiom) How does figurative language help the reader to visualize the story? How can this story have more than one theme?	5 weeks
1.9 Point of View 1.6 Extending Understanding 1.7 Analyzing Texts 1.8 Responding to and Evaluating Texts (i.e., making judgements and drawing conclusions) 2.4 Elements of Style	advertisements graphic design print and on-line editorials opinion pieces persuasive texts motivational speeches	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 bias in this text? How did the author tie the concluding paragraph to the opening statement? Whose voice/opinion is missing from this text?	5 weeks

1.8 Responding to and Evaluating Texts (i.e. express personal opinions) 1.4 Demonstrating Understanding (i.e., summarize, predict, question, identify the main idea and supporting details) 1.5 Making Inferences/Interpreting Texts 2.2 Text Patterns 2.3 Text Features (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	graphs charts tables newspaper articles magazine articles database articles textbooks non-fiction books online atlases and mapping	Has the author chosen the most convincing facts to support his/her opinion? Does the graph accurately represent the data being presented? How could you represent the opinions of others using a graphic text feature? 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?	6 weeks
Revisiting Key Concepts in Narrative Fiction 1.7 Analyzing Texts 1.3 Comprehension Strategies 1.4 Demonstrating Understanding 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding 2.4 Elements of Style	graphic novels poetry junior chapter books short stories	How does the author use the setting to establish the mood of the text? How is it effective? What is the author's purpose in writing this book? The author said_____. What did he/she mean by that? (figurative, metaphor, idiom) How does figurative language help the reader to visualize the story? How can this story have more than one theme?	4 weeks

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## Term 2: 2021-2022

<b>Intermediate Division Reading</b>	<b>Expectations Continually Assessed:</b> 1.1 Variety of Texts 1.2 Purpose 2.1 Text Forms 3.1-3.3 Reading with Fluency 4.1 -4.2 Reflecting on Reading Skills and Strategies *Monitoring Comprehension		<b>Resources:</b> Nelson Literacy Think Literacy Success Virtual Library CASI Mentor Texts Main Sail Levelled Texts – Book Room EQAO Reading Prompts and Samples
Expectations	Suggested Texts to Explore	Recommended Reader Response Prompts	Suggested Amount of Time
1.7 Analyzing Texts 1.3 Comprehension Strategies  1.4 Demonstrating Understanding (i.e., summarize important ideas and citing a variety of details that support the main idea) 1.5 Making Inferences/Interpreting Texts (i.e., develop and explain interpretations) 1.6 Extending Understanding (i.e., making connections) 2.4 Elements of Style (including foreshadowing, metaphor, and symbolism)	graphic novels poetry lyrics plays young adult novels short stories legends/myths novels fan fiction	How does the author establish mood in the text? What clues does the author give you to let you know the mood? What is the author’s purpose in writing this book? The author said_____. What did he/she mean by that? (figurative, metaphor, idiom) How does figurative language help the reader to visualize the story? How can this story have more than one theme? What elements of this texts are appealing to you as a reader? Would you recommend this book to a friend? Who do you think this book is marketed toward? Explain.	5 weeks
1.9 Point of View 1.6 Extending Understanding 1.7 Analyzing Texts 1.8 Responding to and Evaluating Texts 2.4 Elements of Style	advertisements graphic design print and on-line editorials opinion pieces persuasive texts political speeches	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 bias in this text? How did the author tie the concluding paragraph to the opening statement? Whose voice/opinion is missing from this text?	5 weeks

1.8 Responding to and Evaluating Texts 1.4 Demonstrating Understanding (i.e. identify theme, argument or key information) 1.5 Making Inferences/Interpreting Texts 2.2 Text Patterns 2.3 Text Features (e.g., tree diagrams, tables, endnotes, references)	graphs charts tables newspaper articles magazine articles database articles textbooks non-fiction books online atlases and mapping	Does this text seem fictional or real? Explain. How do the tables and graphs help support the author’s ideas? 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?	6 weeks
Revisiting Key Concepts in Narrative Fiction 1.7 Analyzing Texts 1.3 Comprehension Strategies 1.4 Demonstrating Understanding 1.5 Making Inferences/Interpreting Texts 1.6 Extending Understanding 2.4 Elements of Style	graphic novels poetry young adult novels short stories	How does the author establish mood in the text? What clues does the author give you to let you know the mood? What is the author’s purpose in writing this book? The author said____. What did he/she mean by that? (figurative, metaphor, idiom) How does figurative language help the reader to visualize the story? How can this story have more than one theme? What elements of this texts are appealing to you as a reader? Would you recommend this book to a friend? Who do you think this book is marketed toward? Explain.	4 weeks

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## Term 2: 2021-2022

<b>Primary Division Writing</b>	<b>Expectations Continually Assessed:</b> 1.1 Purpose and Audience 2.6 Preparing for Revision 2.7 Revision 2.8 Producing Drafts 3.1 – 3.8 Language Conventions and Presentation 4.1 – 4.3 Reflecting on Writing Skills and Strategies		<b>Resources:</b> Write Traits Mentor Texts Ontario Writing Assessment (OWA) DRA Word Tasks LLI Lexia EQAO Writing Prompts and Samples
Expectations	Writing Forms	Suggested Writing Formats	Suggested Amount of Time
1.2 Developing Ideas 1.5 Organizing ideas 2.2 Voice 2.3 Word Choice	<b>Narrative:</b> to entertain, engage, or provide an escape into a different world or time -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	short fictional narrative extension of a fairy tale fractured fairy tale adventure story fable poem	5 weeks
1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View	<b>Persuasive:</b> 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 -should include details about other points of view	poster letter advertisement announcement paragraph	5 weeks

1.3 Research 1.4 Classifying Ideas 1.6 Review 2.3 Word Choice	<b>Research Report:</b> 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	mini-report related to the social studies and/or science curriculum	6 weeks
Revisiting Key Concepts in Narrative Writing 1.2 Developing Ideas 1.5 Organizing ideas 2.2 Voice 2.3 Word Choice	<b>Narrative:</b> to entertain, engage, or provide an escape into a different world or time -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	short fictional narrative extension of a fairy tale fractured fairy tale adventure story fable poem	4 weeks



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## Term 2: 2021-2022

<b>Junior Division Writing</b>	<b>Expectations Continually Assessed:</b> 1.1 Purpose and Audience 2.6 Preparing for Revision 2.7 Revision 2.8 Producing Drafts 3.1 – 3.8 Language Conventions and Presentation 4.1 – 4.3 Reflecting on Writing Skills and Strategies		<b>Resources:</b> Write Traits Mentor Texts Ontario Writing Assessment (OWA) EQAO Writing Prompts and Samples
Expectations	Writing Forms	Suggested Writing Formats	Suggested Amount of Time
1.2 Developing Ideas 1.5 Organizing ideas 2.2 Voice 2.3 Word Choice	<b>Narrative:</b> to entertain, engage, or provide an escape into a different world or time -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	one act play news report fable fairy tale poem adventure story science fiction rewrite of popular story	5 weeks
1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View	<b>Persuasive:</b> 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 -should include details about other points of view	advertisement commercial editorial pamphlet review/critique commentary blog formal letter argument motivational speech	5 weeks

1.3 Research 1.4 Classifying Ideas 1.6 Review 2.3 Word Choice	<b>Research Report:</b> 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	report related to the social studies curriculum report related to the science curriculum report related to a social justice or world issue	6 weeks
Revisiting Key Concepts in Persuasive Writing 1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View	<b>Persuasive:</b> 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 -should include details about other points of view	editorial review/critique blog formal letter argument	4 weeks

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## Term 2: 2021-2022

Intermediate Division Writing	<b>Expectations Continually Assessed:</b> 1.1 Purpose and Audience 2.6 Preparing for Revision 2.7 Revision 2.8 Producing Drafts 3.1 – 3.8 Language Conventions and Presentation 4.1 – 4.3 Reflecting on Writing Skills and Strategies		<b>Resources:</b> Write Traits Mentor Texts Ontario Writing Assessment (OWA) EQAO Writing Prompts and Samples
Expectations	Writing Forms	Suggested Writing Formats	Suggested Amount of Time
1.2 Developing Ideas 1.5 Organizing ideas 2.2 Voice 2.3 Word Choice	<b>Narrative:</b> to entertain, engage, or provide an escape into a different world or time -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	script for a television news report fable politically correct fairy tale poem mystery story science fiction	5 weeks
1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View	<b>Persuasive:</b> 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 -should include details about other points of view	advertisement commercial editorial pamphlet review/critique commentary blog formal letter argument political speech	5 weeks

1.3 Research 1.4 Classifying Ideas 1.6 Review 2.3 Word Choice	<b>Research Report:</b> 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	report related to the social studies curriculum report related to the science curriculum report related to a social justice or world issue	6 weeks
Revisiting Key Concepts in Persuasive Writing 1.4 Classifying Ideas 1.6 Review 2.2 Voice 2.3 Word Choice 2.5 Point of View	<b>Persuasive:</b> 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 -should include details about other points of view	editorial pamphlet review/critique blog argument series of paragraphs expressing an opinion	4 weeks