

# Full Ontario Literacy Course Curriculum

Teach a variety of cross-curricular literacy skills with **over 1000+ pages** of differentiated and engaging lessons, handouts, and activities!



- **Deliver curriculum expectations with ease** using 7 no-prep units that cover all learning goals and success criteria.
- **Engage diverse learners** with differentiated, age-appropriate literacy tasks for remedial, cross-curricular, and special education use.
- **Build essential reading and writing skills** through guided lessons on news reports, opinion writing, narratives, information texts, graphic texts, and more.

**Differentiated, age-appropriate resources for teaching the OLC**

**PURCHASE HERE**

# See what others are saying...

Here's what teachers like you are loving about this **OLC Full Course Unit!**

 **Extremely Satisfied**

I am so thrilled to have come across this resource! This course is so thoughtfully created, laid out, and easy to post on Google Classroom. I no longer have the Sunday Scaries (for at least one course this semester) because I know I can rely on this and my students will be well-prepared and versed in the content. I can even use some of these activities in my other courses as well. It is totally worth the purchase!

– Christina F.

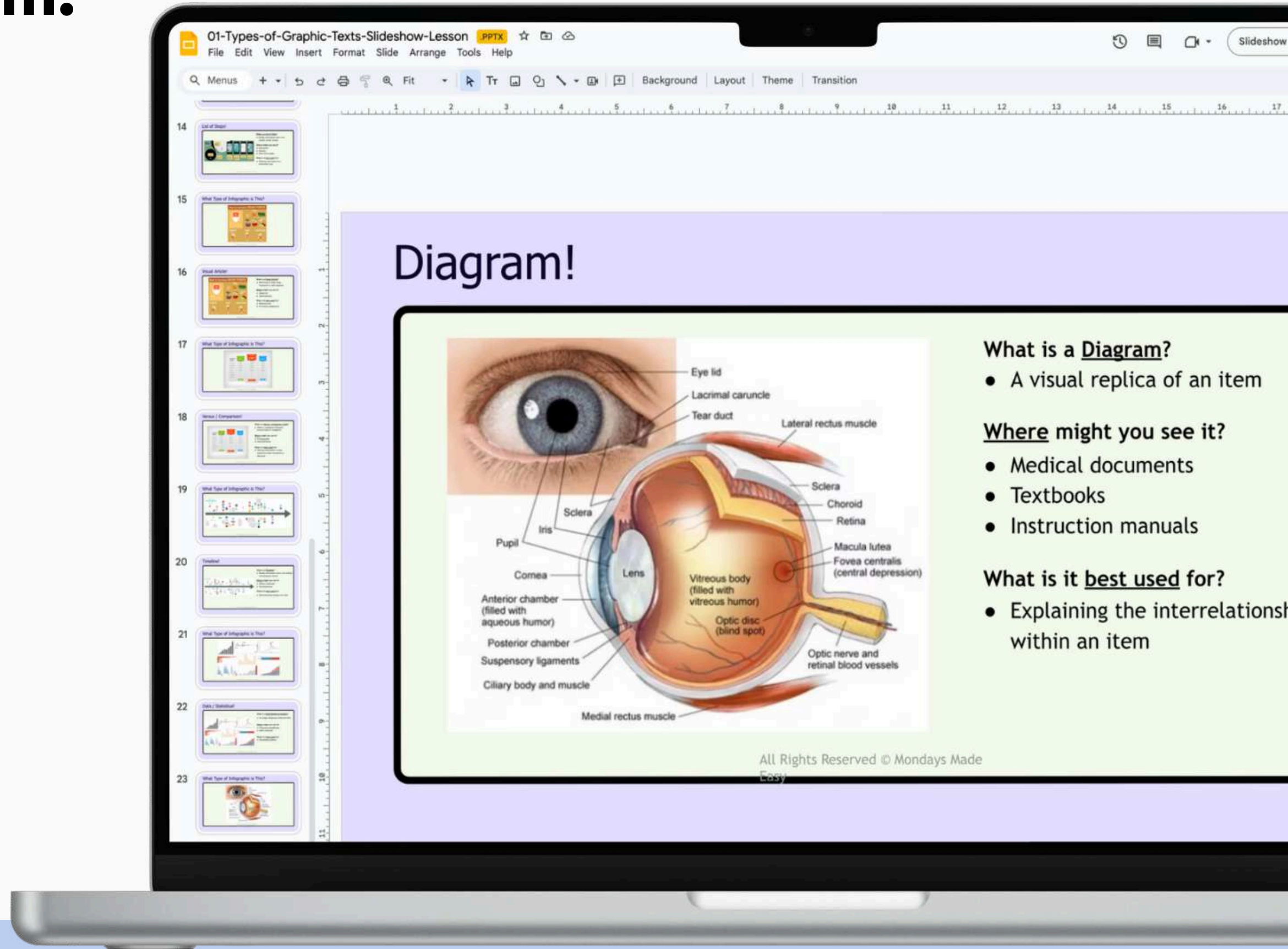
 **My classroom staple!**

I was a little hesitant to spend the money on this bundle, but I've now had it for two years and can say it was absolutely worth it! The materials are very thorough and I find all the material engaging for my students. I've integrated many of the lessons, activities, and comprehension passages into my daily routine. It aligns really well with the curriculum, but is still flexible enough for adapting to the needs of my students. It is rare that a school day goes by where I'm not using at least one component of this bundle!

– Ally L.

# Included with this curriculum:

- ✔ Information Texts Unit
- ✔ Reading Strategies Unit
- ✔ Dramatic & Non-Fiction Narrative Unit
- ✔ Graphic Texts Unit
- ✔ News Reports Unit
- ✔ Opinion Writing Unit
- ✔ Culminating Project / ISU
- ✔ Editable 4-Level Rubrics
- ✔ Course Outline & Pacing Guide



Includes Digital Resources for Google Drive®

# Curriculum-aligned resources to prepare your students for success!

Explore diverse, age-appropriate texts and facilitate high-interest activities that are suitable and accessible for older students

INSTRUCTIONS REFLECTIONS SUMMARY VOCABULARY CONNECTIONS QUESTIONS

ILLUSTRATIONS QUOTES REVIEWS

## READING JOURNAL & WRITING PORTFOLIO

NAME: \_\_\_\_\_

**Narrative Summary: 4-Level Rubric**

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)
1.3	Approaching success with identification of directly and indirectly stated ideas in narrative texts Limited knowledge of text structure and organizational elements See comments below	Identifies directly and indirectly stated ideas in narrative texts with some success Moderate knowledge of text structure and organizational elements See comments below	Successfully identifies directly and indirectly stated ideas in narrative texts Considerable knowledge of text structure and organizational elements
1.4	Approaching success with selection, explanation, and organization of narrative texts Limited identification of the main idea of narrative texts	Selection, explanation, and organization of narrative texts are somewhat successful Identifies the main idea of narrative texts adequately See comments below	Successful selection, explanation, and organization of narrative texts Effectively identifies the main idea of narrative texts
1.5	Writing demonstrates some success in choice of language and appropriate tone Moderate knowledge of conventions of standard language (spelling, grammar, punctuation)	Writing demonstrates effective choice of language and appropriate tone Considerable knowledge of conventions of standard language (spelling, grammar, punctuation)	Writing demonstrates effective choice of language and appropriate tone Successfully applies narrative framework to analyze selected texts
1.6	Adequate qualification of narrative framework	Successful qualification of narrative framework	Excellent qualification of narrative framework

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Asian American and Pacific Islander Heritage Month



Asian American and Pacific Islander Heritage Month (AAPI Heritage Month) is a significant celebration that honours the rich and diverse cultural contributions of Asian Americans and Pacific Islanders in North America. This observance takes place in May each year, providing an opportunity for people to learn about and appreciate the heritage and history of these communities. The month-long celebration acknowledges the collective experiences of people with Asian and Pacific Islander backgrounds, including their history, traditions, and challenges faced throughout the years. It aims to raise awareness of the invaluable contributions made by these communities to the cultural fabric of the continent.


Asian Americans encompass a vast array of ethnicities, including Chinese, Japanese, Filipino, Vietnamese, and many more. Each group brings its own customs, languages, and traditions that enrich the multicultural tapestry of North America. On the other hand, Pacific Islanders, hailing from various islands and the Pacific Ocean, such as Hawaii, Samoa, Tonga, Fiji, and Micronesia, their traditions add further depth and diversity to the continent's cultural landscape.

### Organizational Features

**Organizational text features** are the tools in a text that help us find information quickly and understand how it is structured. They help **organize and categorize the information in a clear and easy-to-follow manner**.

**Examples of organizational text subheadings, bullet points, numbered lists, and formatting.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Billy-Ray Belcourt is from the Driftpile Cree Nation in Alberta, Canada. He began writing poetry at the young age of 17. What began as an outlet of expression evolved into the achievement of becoming the youngest-ever winner of the Griffin Poetry Prize.

Despite facing numerous challenges and obstacles, Belcourt was determined to pursue his education. His home community supported him in studying literature at the University of Alberta. He chose the U of A because I knew I had a community of support here," he says. "I can thrive, make a difference, and be someone people see as a leader."

Belcourt is an accomplished student, achieving his doctorate in English (Ph. D.). He has been actively involved in the Indigenous community, working to raise awareness about the struggles faced by Indigenous peoples and advocating for their rights. Additionally, Belcourt is an advocate for the LGBTQ+ community and is the co-founder of the Native Youth Sexual Health Network (NYSHN).

One of his most noteworthy accomplishments is the publication of his first book, *World*. The book was a collection of poems and essays that explored themes of realism, oppression, and resilience. It received widespread acclaim and is considered a powerful voice for Indigenous peoples and a moving tribute to their strength.

Belcourt is deeply connected to his community and has worked tirelessly to give back to the next generation of Indigenous leaders. He teaches creative writing to Indigenous peoples, showing them that they can be poets, too.

### What is a Main Idea?

A **main idea** is a general statement, opinion, or idea. It does not have any supporting details and it does not "paint a picture" in our mind.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### ANALYZING INFORMATION TEXTS

Identifying Author, Audience, Purpose, and Bias

TEXT	AUTHOR	AUDIENCE	PURPOSE	BIAS
A resignation email sent from an employee to their boss				
A description of an apprenticeship program on a government webpage				
A recipe for a dish on a food blog				
Instructions for installing a new software program on a computer				
A report about a medical study published in a scientific journal				



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATION ONE

#### "Saturn's Rings: Young and Ephemeral, Three NASA Ames Studies Say"

NASA

Via: [NASA.Gov](https://www.nasa.gov)  
(Click to follow)

Section 2 Reading

Read the selection below and answer the questions in the Answer Booklet.

Section B (75 Minutes)

"Hey, have you guys tried out the new VR and AR setups in the science lab?" asked Maya.

"Yeah, they're awesome! We dissected a frog in AR, and it felt so real," replied Liam. "I never thought learning biology could be this cool."

"Right?" And in history class, we virtually visited ancient civilizations. It was like re-traveling," added Sophia.

"I used VR for literature class. It felt like I was walking through the settings of the texts we were studying. It made the stories come alive," said Huan.

"VR and AR are making everything so much more interesting," Maya exclaimed. "It's just about textbooks anymore."

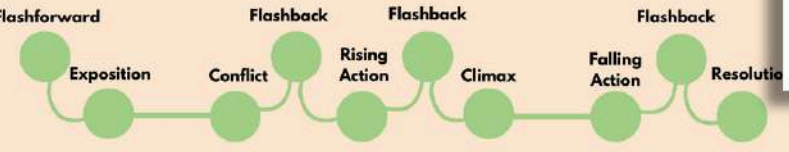
"It's not just about classes. We formed a virtual study group. We can collaborate on projects together."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Linear vs. Non-Linear Storylines

#### Non-Linear Storylines

**Non-linear storylines** jump to the future or past to expand on the story. When the story jumps to the future, this is called a "**flashforward**." When it jumps to the past, it is called a "**flashback**." Non-linear storylines all look differently and are more complicated to understand, but they can also **deepen the audience's understanding** of the story.



### Side Notes

CATEGORY: Explanatory Features

DEFINITION: Comments or annotations placed alongside the main text to offer supplementary information or insights.

### The Fall of the Roman Empire

The fall of the Roman Empire marked a pivotal moment in history. It was a complex process influenced by a multitude of factors, including economic decline, internal corruption, barbarian invasions, and the division of the empire. While often associated with the sack of Rome in 476 AD, the empire's decline had been occurring for centuries before that event.

Beginning of the fall of the Roman Empire in 175 AD. Significant decline of the empire began in the late 1st century AD, as the Roman Empire began to lose its military and political power.

### How to Read a Graphic Text

4. Read each **label and legend**

- Pay attention to the description in relation to the part of the visual the label describes.
- Read the legend or key, which will explain the meaning of certain symbols or colours on maps, charts, floor plans, and diagrams.



FOR EST

348 million hectares of forest in Canada

TREE ROOTS

NATURE CANADA

Ontario Literacy Course: Pacing Guide

course outline will practice variety of cross-curricular literacy skills that prepare students for the literacy demands they will face in the modern world. Use the following pacing guide to navigate the course materials provided with this unit.

This is a general pacing guide and might need adjustments based on specific needs, class dynamics, and any recent updates to the Ontario curriculum. Always refer to official curriculum documents and consult with colleagues to ensure alignment with current standards.

**Unit 1: Reading and Writing News Reports** Recommended Timeframe: 3 Weeks

Lesson Plan	Achievement Standards
<b>Headlines and Leads</b> Students will use knowledge of form, structure, and purpose to make sense of news reports.	<b>Success Criteria</b> <ul style="list-style-type: none"><li>Use appropriate pre-reading strategies to preview new texts, including scanning for features such as headings and for embedded graphics to make predictions about content</li></ul>
<b>Writing a News Article Summary</b> Students will utilize the W5H model to analyze and summarize a news report.	<b>Success Criteria</b> <ul style="list-style-type: none"><li>Use appropriate pre-reading strategies to preview new texts, including reading the title and opening paragraph to make predictions about content</li><li>Explain the purpose of news reports</li></ul>
<b>News Articles and Comprehension Questions</b> Students will analyze multiple news reports, applying their knowledge of the conventions of spoken language, text, and digital media to understand texts and demonstrate their comprehension.	<b>Success Criteria</b> <ul style="list-style-type: none"><li>Demonstrate understanding of a variety of informational, narrative, and graphic texts commonly read in daily life</li><li>Use appropriate strategies to discover the meaning of unfamiliar idiomatic expressions encountered in their reading</li><li>Use appropriate strategies to expand their vocabulary through reading</li><li>Use appropriate strategies to locate information in different types of texts, including searching for keywords from a question about the selection to locate specific information</li></ul>
<b>Writing a News Report</b> Students will compose a news report, demonstrating their ability to organize and publish information effectively.	<b>Success Criteria</b> <ul style="list-style-type: none"><li>Use appropriate strategies to organize ideas and information for writing</li><li>Create a first draft that includes the main and supporting ideas in the required form</li><li>Construct clear, coherent, and objective news reports that include relevant facts, information, and supporting details using the five-questions model</li></ul>
<b>Supplementary Resources</b> <ul style="list-style-type: none"><li><a href="#">News Report Graphic Organizer</a></li><li><a href="#">News Article Text Features Review Game</a></li></ul>	

# Includes Course Outline & Pacing Guide!

This pacing guide provides a **recommended approach for teaching the OLC** with daily lesson outlines and suggested timeframes for each unit!

Each lesson outline describes the **related learning goals and success criteria** aligned with the Ontario Curriculum.

# Teach essential literacy skills with cross-curricular lessons, activities, projects, and assessments

Students will develop reading strategies, refine their opinion writing, and practice real-world writing tasks

Lesson Plan	Success Criteria
<b>Information Literacy</b> Students will analyze different forms of information writing to identify bias, purpose, reliability, and audience.	<ul style="list-style-type: none"> <li>Use appropriate strategies to make inferences about and interpret different types of texts, including predicting a writer's intentions, conclusions, or biases based on his/her presentation of the facts.</li> <li>Identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form.</li> </ul>
<b>Information Organization</b> Students will recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.	<ul style="list-style-type: none"> <li>Use knowledge of the organizational structure and features of texts to locate main ideas and specific information.</li> </ul>
<b>Information Analysis and Interpretation</b> Students will extend understanding of texts, including recognizing complex texts, by connecting the ideas in them to their own knowledge, experience, and insights to other texts, and to the world around them.	<ul style="list-style-type: none"> <li>Use knowledge of the organizational structure of informational paragraphs to identify the main idea and supporting details.</li> <li>Use cues words and features of genre to understand the organization and relationship of ideas in the text.</li> <li>Make connections between personal experiences and the content of texts to construct and extend understanding of different types of texts, including explaining how they are used in the information provided in an information text to their own lives.</li> <li>Demonstrate understanding of a variety of informational, narrative, and graphic texts commonly read in daily life.</li> </ul>
<b>Writing an Information Paragraph Lesson</b> Students will analyze, interpret, evaluate, and synthesize information within texts.	<ul style="list-style-type: none"> <li>Demonstrate understanding of how the organizational structure of informational texts is related to the audience and the purpose for writing.</li> <li>Identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form.</li> <li>Construct the purpose and uses of information paragraphs.</li> </ul>
<b>Writing an Information Paragraph Assessment</b> Generate, gather, and organize ideas, and information to write for an intended purpose and audience.	<ul style="list-style-type: none"> <li>Use planning strategies to generate ideas for writing.</li> <li>Use appropriate strategies for gathering supporting ideas and information from print and electronic sources.</li> <li>Use appropriate strategies to organize ideas and information for writing.</li> <li>Quote and/or cite information from all sources accurately, and acknowledge all sources of ideas and information used in written work.</li> <li>Construct clear, complete informational paragraphs for a variety of purposes using correct paragraph structure.</li> </ul>
<b>Supplementary Resources</b> Information Text Samples, Anchor Chart	

## TRAVEL GUIDE

### A Journey into Croatian Customs and Traditions



maintaining eye contact, and saying "dobro dan" (good day) during the daytime or "dobro veče" (good evening) in the evening. When meeting someone for the first time, it's customary to address them formally using their title and last name until you are invited to use their first name. Croats value politeness and respect in their interactions.

**HOSPITALITY AND COFFEE CULTURE**  
Hospitality is deeply ingrained in Croatian culture. When visiting someone's home, a small gift like wine or a token arrival, you'll like beloved Croatian coffee. Croatia is more social event. Enjoys coffee conversations with others at outdoor...

### Dog saves child from drowning


Golden retriever rescues 12 year old boy in the Ottawa River last Sunday

**Daina Petronis**  
June 28th, 2022



KINGSTON - A 4-year old golden retriever dog from the Ottawa region is being recognized for...

### Expository Framework



Exposition, Conflict, Rising Action, Climax, Falling Action, Resolution

Beginning, Middle, End

## FACT

EXAMPLE

Create your own example for this term.

## Information Paragraphs

When **writing an information paragraph**, you must:



- Respect the audience
- Focus objectively on one topic
- Include 5-8 points to support this topic
- Avoid personal opinions

## STATION TWO

### "Haudenosaunee Confederacy"

#### A Country by Consent

Via: [Canadian History Project](#) (Click to follow)

### PLAN A VACATION PROJECT

#### Creating a Graphic Text

Graphic texts present information visually, so the reader can access the information quickly and easily. Choose one of the graphic texts below to create for your trip or decide on your own:

- Trip Itinerary
- Map
- Daily Schedule
- Timeline
- Budget Breakdown
- Other: \_\_\_\_\_


**Brainstorm:**

What will be the **purpose** of your graphic text? How to **visual elements** serve this purpose?

What **type** of graphic text will you create? Which **text features** are necessary for this type of graphic text?

What **software/program** can help you generate your graphic text?


## CROATIAN Vacation Itinerary



### News Report Summary: 4-Level Rubric

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
Identifies main ideas adequately	Identifies directly and indirectly stated ideas in informational texts with some success.	Identifies main ideas adequately.	Successfully identifies directly and indirectly stated ideas in informational texts.	Skillfully identifies directly and indirectly stated ideas in informational texts.
Comments below	Identifies main ideas adequately.	Identifies main ideas adequately.	Identifies main ideas adequately.	Identifies main ideas adequately.
Organization and explanation of information are somewhat successful	Organization and explanation of information are somewhat successful.	Organization and explanation of information are somewhat successful.	Organization and explanation of information are somewhat successful.	Organization and explanation of information are somewhat successful.
Writing demonstrates some choice of language and appropriate tone	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.
Comments below	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.	Writing demonstrates some choice of language and appropriate tone.
Knowledge of text structure and organizational elements	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.
Comments below	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.	Knowledge of text structure and organizational elements.
Conventions of standard language (spelling, grammar, punctuation)	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).
Comments below	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).	Conventions of standard language (spelling, grammar, punctuation).
Application of WS-H reading strategy	Application of WS-H reading strategy.	Application of WS-H reading strategy.	Application of WS-H reading strategy.	Application of WS-H reading strategy.
Comments below	Application of WS-H reading strategy.	Application of WS-H reading strategy.	Application of WS-H reading strategy.	Application of WS-H reading strategy.

### Churchill, Manitoba: The Polar Bear Capital of the World



Churchill, known as the polar bear capital of the world, is a fascinating destination. Located in Manitoba, this small town is perched on the edge of the Arctic; the subarctic climate and unique geographical location create the perfect habitat for polar bears. Every fall, as the ice begins to freeze, hundreds of polar bears gather near Churchill, waiting for the ice thick enough to venture out onto the frozen waters to hunt food. The Canadian town has become a hub for wildlife enthusiasts and scientists from around the globe, seeking to study these majestic creatures in their natural environment. Wildlife biologist Dr. Sarah Amstrup says, "Churchill offers a unique opportunity to study polar bear behaviour and their response to changing climate conditions."

Churchill is also recognized for its contributions to scientific research on polar bears and their migration patterns, and the impact of climate change on their habitat. These researchers and policymakers better understand the effects of global warming on ecosystem and polar bear populations.

The world of Churchill reveals a complex interplay between the region's natural

# News Report Format

**Headline**  
The headline is your title, so it should be a **larger font** than the rest of the report.

**Lead**  
The lead can either come after the headline or before the supporting paragraphs, it also contains the most important information.

**Author**

**Date**

**Photograph**

**Photograph Description**

**Location**  
The location is formatted in **capital letters**. It is separated by a **dash** from the first line of the article's body paragraphs.

**Supporting Paragraphs**  
List the most important details first - **who, what, when, and where**, and then expand with more details about **who, what, when, and where**. Expand with more details about **who, what, when, and where**. Explain what happened in more detail, and the chronological details as to **how** it happened. Embed your **quotations** within this paragraph.

**Conclusion**  
**Answer** any remaining potential questions, and **direct the reader** to the next page of information.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## GUIDED READING QUESTIONS

Thomas King, "Borders"

Answer the following questions using **full sentences**. Wherever possible, include textual evidence. If you are referencing direct quotations, be sure to include the page number.

1. In the story, the narrator is the **meaning** of this story.

2. What **role** does she play in the story?

3. How do the border guards feel about her?

4. What **relationship** like with her mother?

5. How do all the **Canadian border guards** respond?

6. How do the border guards feel the night at the detention center?

7. How do the **media** arrive?

8. How do the border guards feel when the **media** arrives?

9. How do the border guards feel when the **media** leaves the **museum**. What might they be thinking?

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Name: \_\_\_\_\_

Grade (%) \_\_\_\_\_

## Expository News Report: 4-Level Rubric

Category	Level 1 (0-49%)	Level 2 (50-64%)	Level 3 (65-79%)	Level 4 (80-100%)
<b>Knowledge</b>	News report requires more important information from the short story. Article does not successfully integrate textual evidence. See comments below	News report highlights some important information from the short story. Article integrates textual evidence with some success. See comments below	News report highlights important information from the short story. Article integrates relevant textual evidence successfully	News report thoroughly highlights important information from the short story. Article integrates highly relevant textual evidence flawlessly
<b>Inquiry</b>	Approaching success with selection, explanation, and organization of information. Limited identification of main ideas or answers to W5-H	Selection, explanation, and organization of information are somewhat successful. Identifies main ideas and answers W5-H adequately	Successful selection, explanation, and organization of information. Effectively identifies main ideas and answers W5-H in detail	Selection, explanation, and organization of information significantly exceed expectations. Skillfully identifies main ideas and answers W5-H in detail
				The grammar and mechanics are flawless. Image caption is highly relevant and engaging. Citations are referenced perfectly according to MLA standards. News report expands on information and ideas introduced in classroom lessons and discussions. Article is written in the correct grammatical tense throughout the entire report.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## PLOT STRUCTURE

Thomas King, "Borders"

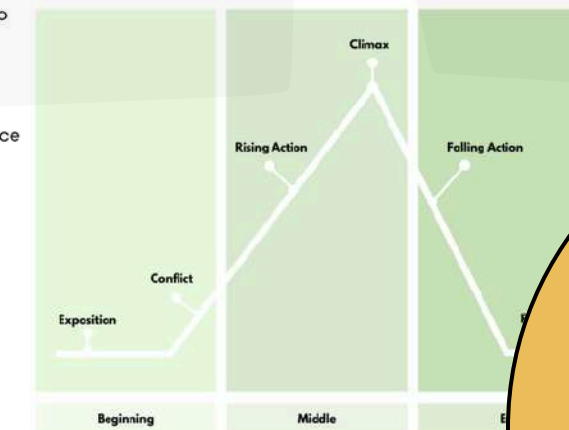
A **narrative text** is any text that aims to tell a story. Narrative texts can include novels, fictional films and television shows, biographies, news articles, oral histories, song lyrics, short stories, and more. All narrative texts often share the **purpose** of telling a story to **entertain**, to **pass on information**, or to **inspire others**.

Many narrative texts include the same plot structure. At the most basic level, they include the **beginning**, the **middle**, and the **end**. This structure helps to create a **dramatic effect** on the audience to deliver the intended purpose. To further this dramatic effect, this basic structure can be broken down even further into six parts:

- **The exposition:** The background story, including where the story is set and during what era or time frame. We are also introduced to the main characters.
- **The conflict:** The main challenge is usually revealed early in the story. The conflict usually affects the protagonist.
- **The rising action:** The conflict continues to develop. The audience begins to feel excitement, curiosity, or suspense.
- **The climax:** The story reaches a "turning point" in which the protagonist must face the challenge to resolve the conflict.
- **The falling action:** The conflict is no longer developing, so the tension or curiosity begins to diminish.
- **The resolution:** The protagonist is left with the satisfaction, consequences, or ramifications of resolving the conflict.

These parts of plot structure can be illustrated using a **plot diagram** (see image on right).

### Plot Diagram



**COVERS MANDATED TASKS!**

**“Borders” by Thomas King**

**BONUS SHORT STORY UNIT**