



OLC40 Unit 2 Plan

Unit # 2 Informational Texts - (15 Hours)

Unit Description: This unit will focus on informational texts. Students will engage in various reading strategies to help them make meaning of informational texts. They will continue to develop writing skills as they use the writing process to write their own informational text.

Overall Expectations:

By the end of this unit students will be able to:

- Recognize the elements of a non-fiction informational text
- Read and respond to informational texts
- Effectively use reading strategies
- Use the stages of the writing process
- Write an informational text

Lessons

TIME	No.	Lesson Title	Specific Expectations
3 hrs.	1	The Features of Informational Texts	<ul style="list-style-type: none">• explain the purpose and uses of information paragraphs• use appropriate strategies for gathering supporting ideas and information from print and electronic sources• identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form;• use appropriate strategies to monitor comprehension when reading informational and narrative texts• use oral language skills, in English or a first language, to support and enhance their reading experiences
3 hrs.	2	KWL Chart & Steps for Informational Writing	<ul style="list-style-type: none">• identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form;• use pre-writing strategies to generate ideas for writing;• use appropriate strategies for gathering supporting ideas and information from print and electronic sources• use appropriate strategies to organize ideas and information for writing• construct clear, complete information paragraphs, some with graphic elements, for a variety of purposes, using correct paragraph structure• demonstrate understanding that writing is a process that involves a range of thinking and composing skills• demonstrate understanding that their subject, audience, and purpose for writing influence their choices of form, tone, and level of language



The Erindale Academy

Tel: 905-232-1576

| Email: info@erindaleacademy.ca

www.erindaleacademy.ca

| 1576 Dundas St West, Mississauga, ON L5C 1E5

3 hrs	3	Annotating and Creating Citations	<ul style="list-style-type: none"> • use appropriate strategies to monitor comprehension when reading informational and narrative texts • identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form; • use pre-writing strategies to generate ideas for writing • use appropriate strategies for gathering supporting ideas and information from print and electronic sources • construct clear, complete <i>information paragraphs</i>, some with graphic elements, for a variety of purposes, using correct paragraph structure
3 hrs	4	Writing About People	<ul style="list-style-type: none"> • describe personally relevant texts they have read and their responses to them • use appropriate strategies to locate information in different types of texts • use appropriate strategies to make inferences about and interpret different types of texts, including • identify the topic, the audience, the purpose for writing, and the requirements of the particular writing • use pre-writing strategies to generate ideas for writing • use appropriate strategies for gathering supporting ideas and information from print and electronic sources • use appropriate strategies to organize ideas and information for writing
3 hrs	5	Unit Test	<ul style="list-style-type: none"> • describe, orally and/or in writing, personally relevant texts they have read and their responses to them • use appropriate strategies to locate information in different types of texts • use appropriate strategies to make inferences about and interpret different types of texts, • identify the topic, the audience, the purpose for writing, and the requirements of the particular writing • use pre-writing strategies to generate ideas for writing • use appropriate strategies for gathering supporting ideas and information from print and electronic sources • use appropriate strategies to organize ideas and information for writing • demonstrate understanding that reading is an active process of thinking and constructing meaning

Evaluations

Title	Overall Expectations Covered	P/O/C	Categories Covered			
			K	T	C	A



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<p>2.1 Information text FOR learning</p>	<ul style="list-style-type: none"> demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks; use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces 	P	X	X	X	X
<p>2.2 Information Text FOR learning</p>	<ul style="list-style-type: none"> demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks; use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces 	P	X	X	X	X
<p>2.3 Information Text FOR learning</p>	<ul style="list-style-type: none"> demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks; use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces 	P	X	X	X	X
<p>2.4 Journal AS learning</p>	<ul style="list-style-type: none"> demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning; 	P	X	X		



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<p>2.5</p> <ol style="list-style-type: none"> 1. Information Text- residential Schools 2. 2. Reading Conference 3. Discussion Forum 	<ul style="list-style-type: none"> • demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks; • use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home; • demonstrate understanding of their own roles and responsibilities in the learning process; • demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning; 	<p>P C O</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
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