

In this document, specific outcomes are highlighted as a guideline or suggestion for teachers while building and planning their year.

There is flexibility between quarters. All specific outcomes in Q1 and Q2 must be covered by the end of Q2. All specific outcomes in Q3 and Q4 must be covered by the end of Q4. The pacing guides indicate the timing of the assessment and reporting of the outcomes.

In order to preserve professional autonomy of the teacher and acknowledge the unique needs of each school site, specific texts and assignments are not included in this document. Additional support and guidance for teachers can be found on the ELA 7-12 Sharepoint site.

Focus in this quarter	Focus in this quarter	Focus in this quarter	Focus in this quarter
<ul style="list-style-type: none"> getting to know student needs and strengths establishing classroom routines introducing students to skills, terms and concepts that they will need for the rest of the year reviewing prior knowledge set personal learning goals 	<ul style="list-style-type: none"> establishing an ongoing feedback loop with students teach processing and incorporating feedback build up student discussion and questioning skills familiarize students with levelled reading strategies and interventions 	<ul style="list-style-type: none"> approaching proficiency with story elements developing and honing research skills writing assignments grow in complexity and/or length revisit personal learning goals 	<ul style="list-style-type: none"> culmination of student skills students anticipate teacher feedback; able to offer peer feedback more independence with tasks and processes highest quality of student product
Quarter 1	Quarter 2	Quarter 3	Quarter 4

7.ELA.1 Explores thoughts, ideas, feelings and experiences

Express ideas and develop understanding		Express ideas and develop understanding	Express ideas and develop understanding
1.1.2 - express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts		1.1.1 - extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes	1.1.3 - reflect on own observations and experiences to understand and develop oral, print and other media texts
Set goals	Extend understanding	Express preferences	Combine ideas
1.1.6 - use appropriate terminology to discuss developing abilities in personal language learning and use	1.2.3 - talk with others to elaborate ideas, and ask specific questions to seek helpful feedback Consider the ideas of others 1.2.1 - listen and respond constructively to alternative ideas or opinions	1.1.5 - explore and assess oral, print and other media texts recommended by others	1.2.2 - use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences Experiment with language and forms 1.1.4 - discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding

7.ELA.2.1 Uses Strategies and Cues

Use textual cues 2.1.6 - identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information	Use comprehension strategies 2.1.5 - adjust reading rate and strategies to account for changes in structural features of texts and complexity of content	Use comprehension strategies 2.1.4 - use concept mapping and mental rehearsal to remember main ideas and relevant details	Use comprehension strategies 2.1.3 - identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic
	Use phonics and structural analysis 2.1.8 - apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on	Use prior knowledge 2.1.1 - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information	Use prior knowledge 2.1.2 - use expectations and preferences developed during previous reading experiences to select and read new texts with purpose

Quarter 1	Quarter 2	Quarter 3	Quarter 4
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2.1.7 - identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose	the purpose and rate of reading	Use references 2.1.9 - skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words	
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 **7.ELA.2.2 Respond to Texts**

Experience various texts 2.2.4 - express interpretations of oral, print and other media texts in another form or genre	Experience various texts 2.2.2 - justify own point of view about oral, print and other media texts, using evidence from texts	Experience various texts 2.2.3 - organize interpretations of oral, print and other media texts around two or three key ideas 2.2.5 - predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts	Experience various texts 2.2.1 - experience oral, print and other media texts from a variety of cultural traditions and genres
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Construct meaning from texts 2.2.6 - compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others	Construct meaning from texts 2.2.7 - analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters	Construct meaning from texts 2.2.8 - identify and explain conflict, and discuss how it develops and may be resolved	Construct meaning from texts 2.2.9 - develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences
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Appreciate the artistry of texts 2.2.12 - reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities	Appreciate the artistry of texts 2.2.10 - discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts	Appreciate the artistry of texts 2.2.11 - identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts
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 **7.ELA.2.3 Understand Forms, Elements and Techniques**

Understand techniques and elements 2.3.4 - identify the narrator's perspective, and explain how it affects the overall meaning of a text	Understand techniques and elements 2.3.5 - identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development	Understand techniques and elements 2.3.3 - discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts	Understand techniques and elements 2.3.7 - explain how sound and image work together to create effects in media texts
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Experiment with language 2.3.7 - explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning	Understand forms and genres 2.3.1 - identify various forms and genres of oral, print and other media texts, and describe key characteristics of each	Understand forms and genres 2.3.2 - identify the characteristics of different types of media texts
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 **7.ELA.2.4 Create Original Text**

Generate ideas 2.4.1 - choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts	Structure texts 2.4.4 - create a variety of oral, print and other media texts to explore ideas related to particular topics or themes	Elaborate on the expression of ideas 2.4.2 - use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict	Structure texts 2.4.3 - create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events
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Quarter 1	Quarter 2	Quarter 3	Quarter 4
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 **7.ELA.3 Manage Ideas and Information**

Focus attention 3.1.2 - use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts	Focus attention 3.1.1 - consider audience, purpose, point of view and form when focusing topics for investigation	Determine information needs 3.1.3 - discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view	Plan to gather information 3.1.4 - plan and organize data collection based on instructions, explanations and pre-established parameters
Access information 3.2.2 - use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information	Access information 3.2.4 - scan to locate specific information quickly; summarize and record information useful for research purposes	Access information 3.2.3 - distinguish between fact and opinion, and follow the development of argument and opinion	Evaluate sources 3.2.5 - use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose
		Use a variety of sources 3.2.1 - obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions	
Organize information 3.3.1 - organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose		Organize information 3.3.2 - produce oral, print and other media texts with well-developed and well-linked ideas and sections	
Record information 3.3.3 - make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources		Record information 3.3.4 - reflect on ideas and information to form own opinions with evidence to support them	Record information 3.3.5 - compare, contrast and combine ideas and information from several sources
Evaluate information 3.3.7 - connect new information with prior knowledge to build new understanding		Evaluate information 3.3.6 - assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps	
Review research process 3.4.3 - identify strengths and areas for improvement in personal research skills		Share ideas and information 3.4.2 - use appropriate visual, print and/or other media effectively to inform and engage the audience	Share ideas and information 3.4.1 - communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations

 **7.ELA.4 Enhance the clarity and artistry of communication**

Appraise own and others' work 4.1.1 - identify particular content features that enhance the effectiveness of published oral, print and other media texts	Appraise own and others' work 4.1.2 - incorporate particular content features of effective texts into own oral, print and other media texts
Revise and edit 4.1.4 - use paragraphs, appropriately, to organize narrative and expository texts	Revise and edit 4.1.3 - revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning
Enhance legibility 4.1.5 - choose and use printing, cursive writing or word processing, depending on the task, audience and purpose	Revise and edit 4.1.4 - revise to eliminate unnecessary repetition of words and ideas
	Enhance legibility 4.1.6 - identify how the format of documents enhances the presentation of content
Expand knowledge of language 4.1.7 - identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning	Enhance artistry 4.1.9 - experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion
	Expand knowledge of language 4.1.8 - identify and explain figurative and metaphorical use of language in context

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Attend to grammar and usage 4.2.3 - distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose</p>	<p>Attend to grammar and usage 4.2.4 - identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing</p>	<p>Attend to grammar and usage 4.2.2 - use correct subject-verb agreement in sentences with compound subjects</p>	<p>Attend to grammar and usage 4.2.1 - use a variety of subordinate clauses correctly and appropriately in own writing</p>
<p>Attend to spelling 4.2.7 - apply specific and effective strategies for learning and remembering the correct spelling of words in own writing</p>		<p>Attend to spelling 4.2.5 - use reference materials to confirm spellings and to solve spelling problems when editing and proofreading</p>	<p>Attend to spelling 4.2.6 - extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts</p>
<p>Attend to capitalization and punctuation 4.2.9 - use commas to separate phrases and clauses in own writing</p>	<p>Attend to capitalization and punctuation 4.2.8 - use periods and commas with quotation marks that indicate direct speech in own writing</p>	<p>Attend to capitalization and punctuation 4.2.10 - use quotation marks to identify information taken from secondary sources in own writing</p>	
<p>Demonstrate attentive listening and viewing 4.3.5 - listen and view attentively to organize and classify information and to carry out multi step instructions</p>	<p>Demonstrate attentive listening and viewing 4.3.6 - ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding</p>	<p>Present information 4.3.1 - present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions</p>	<p>Enhance presentation 4.3.2 - clarify and support ideas or opinions with details, visuals or media techniques 4.3.3 - Use effective oral and visual communication 4.3.4 - identify and use explicit techniques to arouse and maintain interest and to convince the audience</p>
 7.ELA.5 Respects, Supports and Collaborates with Others			
<p>Appreciate diversity 5.1.1 - discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts</p>	<p>Evaluate group process 5.2.5 - evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement</p>	<p>Appreciate diversity 5.1.2 - explain how differing perspectives and unique reactions expand understanding</p>	<p>Relate texts to culture 5.1.3 - identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities</p>
<p>Use language to show respect 5.1.6 - demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts</p>	<p>Cooperate with others 5.2.1 - contribute collaboratively in group situations, by asking questions and building on the ideas of others</p>	<p>Cooperate with others 5.2.2 - take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs</p>	<p>Celebrate accomplishments and events 5.1.4 - select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments</p>
<p>Work in groups 5.2.3 - contribute ideas, knowledge and questions to establish an information base for research or investigations</p>		<p>Work in groups 5.2.4 - assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view</p>	