

Curriculum Planning & Assessment Resource

English Language Arts and Literature
Grade 2



The Consortium

Alberta Professional Learning Consortium



Curriculum Planning & Assessment Resource

English Language Arts and Literature (ELAL)

Grade 2

About This Document

This resource is created to assist teachers with planning and using the ELAL curriculum (2022). It is designed to give teachers a place to start when planning lessons.

The document is designed around the following information:

- There is only one Learning Outcome for each Organizing Idea in the ELAL curriculum.
- Alberta Education has stated clearly: The Learning Outcome is what is to be assessed and reported on BY the end of the School Year.
- Each Learning Outcome is divided into a number of Understandings. Each understanding has a number of statements in the Knowledge and Skills & Procedures columns that further describes how the LO can be taught based on the Understanding.
- The Understandings in the ELAL curriculum break down the Learning Outcome. So teachers can see how the Learning Outcome can be taught by the end of the year.
- When teachers are planning they are required to use all of the KUSPs (knowledge, Understandings, Skills & Procedures).

Users of this guide will find that each section of the document is centered around one “understanding” at a time. The suggestions for teaching are then directly related to the Learning Outcome based on the Understanding.

The developers of this document have also created a preamble describing Phonological Awareness. The reason for this added information is so teachers know the importance of teaching phonological awareness and phonemic awareness and how foundational it is for students to have these skills when learning to decode, read and write.

The intent of these ELAL rubrics is for formative assessment. They are for teachers to use with the Understanding they are teaching at the time, ensuring the Learning Outcome for that Organizing Idea is mastered by the students by the end of the year. These rubrics can be used more than once to show improvements made by the students. Student progress can be shown in using the ‘Year Long’ rubric where progress is shown by term.

Table of Contents

Important Links	2
Organizing Idea: Text Forms and Structures	3
Organizing Idea: Oral Language	7
Organizing Idea: Vocabulary	12
Organizing Idea: Phonological Awareness	14
Organizing Idea: Phonics	17
Organizing Idea: Fluency	18
Organizing Idea: Comprehension	21
Organizing Idea: Writing	28
Organizing Idea: Conventions	32

Important Links

Resource Sites that teachers can access for the ELAL curriculum:
<ul style="list-style-type: none"> • APLC ELAL Resources
Specific resources for ELAL intervention that can be found:
<ul style="list-style-type: none"> • Supporting Intervention Instruction • NewLearnAlberta Explore Resources
Teachers can find resources to support Indigenous content within the curriculum
<ul style="list-style-type: none"> • Indigenous Culture Based Learning in Alberta Curriculum

New Learn Alberta
<ul style="list-style-type: none"> • Competency Progressions • Numeracy Progressions • Literacy Progressions
Recorded Video:
<ul style="list-style-type: none"> • How to Read these Curriculum Planning & Assessment Resources
Numbered Outcomes Document

Acknowledgements

Thank you to all the teachers, literacy specialists, and technical expertise from Alberta school divisions and APLC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.

Organizing Idea: Text Forms and Structures

Organizing Idea: Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.											
Guiding Question: How can the organization of ideas and information support the expression and understanding of messages?											
Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.											
Understanding: Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.											
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars								
<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are imaginary (fiction) or real (nonfiction).</p> <p>Messages can be shared digitally or non digitally in a variety of forms, including</p> <ul style="list-style-type: none"> • stories • letters • land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • solution • ending 	<p>Examine different reasons (purposes) for messages to be shared.</p> <p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Examine the structure of a variety of imaginary or real stories.</p>	<p>Purpose: Used to explain and illustrate abstract ideas or concepts in a way that makes them accessible and attainable.</p> <p>Fiction: created from imagination and includes made up stories with characters, a setting, and plot from the author's own imagination.</p> <p>Non-fiction: Writing that is based on facts, real events, and real people, such as a biography or history.</p> <p>Land: Just like we read stories, text, and pictures, the Land can also be read.</p>	<ul style="list-style-type: none"> • The teacher explicitly teaches the purpose of different texts. This can be done by reading a variety of texts and discussing with the students what the 'purpose' of text might be. Reading a narrative might be for enjoyment. Reading a non-fiction text might be to inform students. Reading a letter might be to send greetings. Reading a menu is to see what the restaurant is serving and what a person might want to eat. Reading the changing of leaves and the cooler temperatures tells us that Fall is coming. • A teacher reads a book and strategically stops at a cliffhanger. The students are then encouraged to sign out the book and read the rest of the story independently.. • Discuss the structure of different texts. Graphic organizers can be used for the whole class, small group or one on one with students to have them determine the structure of stories. (beginning, problem, solution, ending). • Land - We read the clouds and drop in temperature to notice when a storm is coming. We read the changing of leaves and the cooler temperatures to know that Fall is coming. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Routines</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading • Independent Reading • Partner Reading • Book Talks • Morning Messages • Pen Pals </td> <td style="width: 50%; vertical-align: top;"> <p>Mini-lessons</p> <ul style="list-style-type: none"> • Author's Purpose • Author's Purpose PIE • Author's Purpose is as Easy as Pie • Can you make a "Perfect PIE"? <ul style="list-style-type: none"> ○ Have students look through their book bins to determine the author's purpose of the books they have chosen. Challenge students to try to make the "Perfect PIE" (books from all three categories) next time they are choosing books for their book bins to choose books with a variety of author's purposes. • Expression • Book Parts: <table style="width: 100%; border: none;"> <tr> <td>○ Index</td> <td>○ Captions</td> </tr> <tr> <td>○ Glossary</td> <td>○ Page Numbers</td> </tr> <tr> <td>○ Table of Contents</td> <td></td> </tr> </table> </td> </tr> </table>	<p>Routines</p> <ul style="list-style-type: none"> • Read Aloud • Shared Reading • Independent Reading • Partner Reading • Book Talks • Morning Messages • Pen Pals 	<p>Mini-lessons</p> <ul style="list-style-type: none"> • Author's Purpose • Author's Purpose PIE • Author's Purpose is as Easy as Pie • Can you make a "Perfect PIE"? <ul style="list-style-type: none"> ○ Have students look through their book bins to determine the author's purpose of the books they have chosen. Challenge students to try to make the "Perfect PIE" (books from all three categories) next time they are choosing books for their book bins to choose books with a variety of author's purposes. • Expression • Book Parts: <table style="width: 100%; border: none;"> <tr> <td>○ Index</td> <td>○ Captions</td> </tr> <tr> <td>○ Glossary</td> <td>○ Page Numbers</td> </tr> <tr> <td>○ Table of Contents</td> <td></td> </tr> </table> 	○ Index	○ Captions	○ Glossary	○ Page Numbers	○ Table of Contents	
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○ Glossary	○ Page Numbers										
○ Table of Contents											
Resources			What do we assess? How do we assess?								
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Book: The Reading Strategies Book 2.0 by Jennifer Serravallo <ul style="list-style-type: none"> ○ Chapter 5, "Comprehension: Plot Setting" ○ Chapter 8 (8.19) Consider Structure - This mini-lesson could be modified to look at structure of various texts across different genres ○ Chapter 9 (9.13) Important Versus Interesting • Walking Together First Nations, Metis and Inuit Perspectives in Curriculum • Fiction Story Elements and Text Structure 			<p>Observation and conversation:</p> <ul style="list-style-type: none"> • Can the student identify the purpose of the text? • Can the student identify the features of the text? <p>Grade Two - Text Forms & Structures - Year Long Grade Two - Text Forms & Structures - ALL Grade Two - Text Forms & Structures - (Purpose, Form and Structure of Messages)</p>								
<p>Resources</p> <ul style="list-style-type: none"> • Books with a Clear Problem and Solution • Fiction Text Structure Resources • Book: Shifting the Balance by Burkins and Yates <p>Videos</p> <ul style="list-style-type: none"> • Fiction vs. Nonfiction • Fiction vs. Nonfiction Books 											

OI: Text Forms & Structures: Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

Understanding: Messages can be organized, clarified, and enhanced using features.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Features that organize, clarify, or enhance messages can be digital or non digital, including captions and charts.</p>	<p>Examine a variety of features that enhance the meaning of messages.</p> <p>Include a variety of features to help organize, clarify, and enhance personal messages.</p>	<p>Text Features: All the components of a story that are not the main body of text such as, table of contents, title, sub-titles, index, glossary, headings, sidebars, pictures and captions.</p>	<p>Model and teach using text features through read alouds and explicit teaching. Exposing students to different forms of text (fiction and nonfiction) and teaching students how different text features organize the text. Students use text features in the following routines:</p> <ul style="list-style-type: none"> • Read Alouds • Independent Reading • Partner Reading • Book Talks • Author's Purpose • Characteristics • Variety • Textual Messages • Writers Workshop/Unit of study (Cross Curricular Connection: Writing Strand, KUSP 3) <p>Teachers can questions students in the following way:</p> <ul style="list-style-type: none"> • How/where would you find more information on ____? • What does the cover/title tell you? • Would this be fiction/non-fiction? <p>Teachers use digital and non-digital text to teach text features.</p> <p>Teachers can ask students questions such as:</p> <ul style="list-style-type: none"> • "What text feature would you use to find information on the lion in this book?" The intent would be for the students to use the table of contents or the glossary to find the pages about the lion. • "How do the pictures on this page give you more information?" • Digital: "Why is this word in the text a different colour?" (link) <p>After a field trip to a dental clinic, students record their ideas on how to take care of teeth, by drawing and adding captions to a poster, writing a list of foods that cause tooth decay, or writing a letter to tell the dentist what they learned.</p> <ul style="list-style-type: none"> • This idea can also be used to represent a specific topic in other curricular areas, (social studies, science). <p>Strategy by Jennifer Serravallo: Scan and plan a nonfiction text.</p> <ul style="list-style-type: none"> • Scan the book and notice the layout and organization. <ul style="list-style-type: none"> ○ Notice the picture and captions ○ Notice the text boxes ○ Why are some words bolded?.

Resources	What do we assess? How do we assess?
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<p>Teacher Resources</p> <ul style="list-style-type: none"> • Book: The Reading Strategies Book 2.0, by Jennifer Serravallo • Nonfiction Text Features Chart • 5 Ideas for Teaching Students How to Read Nonfiction <p>Videos</p> <ul style="list-style-type: none"> • Nonfiction Text Features • Nonfiction Text Features - Jack Hartmann 	<p>Process-based assessment:</p> <ul style="list-style-type: none"> • conversation • observation • product <p>Grade Two - Text Forms & Structures - Year Long</p> <p>Grade Two - Text Forms & Structures - ALL</p> <p>Grade Two - Text Forms & Structures - (Text Features)</p>
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<p>OI: Text Forms and Structures: Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>			
<p>Understanding: Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Imaginary (fictional) stories include folk tales and legends.</p> <p>A folk tale is a story typically passed on through word of mouth.</p> <p>A legend is a story about a famous historical event or person that may or may not be true.</p> <p>A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events • plot <p>The plot is the sequence of events that make up a story.</p> <p>A narrator can provide information about characters, setting, and events in a story.</p>	<p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Examine the narrator's contribution to a story or message.</p>	<p>Fiction: created from imagination and includes made up stories with characters, setting, and plot from the author's own imagination.</p> <p>Story Elements: key elements to every story:</p> <ul style="list-style-type: none"> • Character • Plot • Setting • Theme • Point of View • Conflict • Tone <p>Independent Reading: the students read independently without support.</p> <p>Shared reading: students share the reading with peers or with the teacher.</p> <p>Loose Parts: what can be moved, carried, combined, redesigned, lined up, taken apart and put back together again in multiple ways.</p> <p>Mentor Text: books that model for students what good readers and writers do.</p>	<p>Expose students to a variety of fictional stories that encourage students to think imaginatively using any of the following routines:</p> <ul style="list-style-type: none"> • Read Alouds • Independent Reading • Shared Reading • Reader's Theater • Loose Parts <p>After a read aloud, discuss story elements within a fictional text. Students can fill in a graphic organizer to identify:</p> <ul style="list-style-type: none"> • character • Setting • Conflict • Sequencing the events in the plot • resolution • ending to the story <p>By teaching students the different story elements of a fiction story, students can be given the opportunity to create their own story and represent their stories through dramatization.</p> <p>The teacher teaches the significance of the narrator. This can be done by reading different stories to students that then can be discussed. An example would be: "The True Story of the 3 Little Pigs!" by Jon Scieszka</p> <p>Mini-Lessons</p> <ul style="list-style-type: none"> • Folktale anchor chart and mentor text examples • Story Sequence • Story Maps <p>Students divide a piece of paper into 6 sections. In the first section they write the beginning of a story. For each of the remaining five sections, students close their eyes and pull an object out of a bag or a box. They incorporate each object into the story in the remaining frames. A student begins a story with, "One day I was walking through the forest." A teddy bear is pulled from the box and the student writes, "I saw a bear cub eating blueberries". Then out comes a button and the story continues; "On the ground I saw a magic button. When I picked it up..." And the story continues.</p>
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Folktales for Kids • How to Introduce Fables, Folktales, and the Fairytale Genre to 2nd Graders • Various resources available to purchase for additional lessons/activities for folktales and legends. (Legends Example) • Book: The Reading Strategies Book 2.0, By Jennifer Serravallo <p>Digital Read Alouds</p> <ul style="list-style-type: none"> • Epic- folktales for second grade • Epic- hero & heroine books • Subscription: Reading A-Z 			<p>Observation and conversation:</p> <ul style="list-style-type: none"> • Can the student identify the parts of a story? • Can the student identify hero/heroine qualities? <p>Grade Two - Text Forms & Structures - Year Long Grade Two - Text Forms & Structures - ALL Grade Two - Text Forms & Structures - (Story Elements)</p>

<p>OI: Text Forms & Structures: Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>				
<p>Understanding: Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).</p>				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
<p>Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • factual stories or images • interactions with people and land • information in other content areas <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> • main idea • supporting details • sequencing • question and answer 	<p>Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.</p>	<p>Land: Just like we read stories, text, and pictures, the Land can also be read. We read the clouds and drop in temperature to notice when a storm is coming. We read the changing of leaves and the cooler temperatures to know that Fall is coming.</p>	<ul style="list-style-type: none"> • Through read alouds and/or guided reading, teachers share and engage students in a variety of non-fiction and informational texts, both digital and non-digital. For each text form, discussions are held about how the information is organized and how this helps with understanding. Teacher leads discussion to identify the main idea, and students use the text to locate supporting details and sequence information. Teacher/students use graphic organizers to organize and record ideas/information. • Students explore texts that have question and answer components and discuss how these texts encourage thinking about and beyond what is already known. 	
Resources			What do we assess? How do we assess?	
<p>Non-Digital Texts</p> <ul style="list-style-type: none"> • Who Would Win? Polar Bear vs. Grizzly Bear by Justin Pallota • National Geographic Reads: Cats vs. Dogs by Carney Elizabeth • Who was Queen Elizabeth II (or other books from Who was? series) By Megan Stine <p>Digital Texts</p> <ul style="list-style-type: none"> • National Geographic Kids https://kids.nationalgeographic.com/ (animals) • San Diego Zoo Wildlife Explorers https://sdzwildlifeexplorers.org/ (animals and plants) • Epic Books <p>Teacher Resources</p> <ul style="list-style-type: none"> • Book: The Reading Strategies Book 2.0 by Jennifer Serravallo • Super3 Research Model 			<ul style="list-style-type: none"> • Teaching Information Literacy Skills • Inquiry Chart • Implementing the Text Structure Strategy in your Classroom (Reading Rockets) • Creating a Classroom Newspaper <p>Text Structure Posters</p> <ul style="list-style-type: none"> • Sequencing • Main Idea and Supporting Details • Text Structure Reference Posters (Freebie) <p>Cross Curricular Connection</p> <ul style="list-style-type: none"> • Writing Strand, KUSP 3 • Science - What the Research Says About Literature-Based Teaching and Science 	<p>Grade Two - Text Forms & Structures - Year Long</p> <p>Grade Two - Text Forms & Structures - ALL</p> <p>Grade Two - Text Forms & Structures - (Research)</p>

<p>OI: Text Forms & Structures: Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>			
<p>Understanding: Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.</p>			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Poetry includes words or phrases used in imaginative ways to create meaning or effects.</p> <p>Poetic structures include acrostic and rhyming couplet.</p> <p>An acrostic poem is a poem in which letters in each line spell out a word or phrase.</p> <p>A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.</p>	<p>Identify words or phrases used in imaginative ways that support messages in poetry and song.</p> <p>Recognize how poetry and song can expand how we think and feel about what can be experienced.</p> <p>Examine poetic structures, including acrostic poems and rhyming couplets.</p>	<p>Poetic Structures</p> <p>Meter: the basic rhythmic structure of a verse or lines in a verse.</p> <p>Rhyme: the repetition of syllables, typically at the end of a verse line.</p> <p>Scheme: the pattern of sounds that repeats at the end of a line or stanza.</p> <p>Verse: a single line, stanza, or the entire poem itself.</p> <p>Stanza: a division of a poem consisting of two or more lines arranged together as a unit.</p>	<p>Teaching students about poetry might involve ‘immersing’ students in acrostic poems and rhyming couplets so that students become familiar with that form of poetry. While immersing students, the teacher points out phrases, meaning, expression and the structure of the poetry so students can identify an acrostic poem and rhyming couplets.</p> <p>Routines</p> <ul style="list-style-type: none"> • Reader’s Workshop • Independent Reading • Read Alouds • Poem/Poet of the Week • Shared Reading • Writer’s Workshop/Unit of Study • How to Start a Poetry Journal <p>Mini-lessons</p> <ul style="list-style-type: none"> • How to Write an Acrostic Poem • All About Me Poem • Using familiar authors, such as Robert Munsch, to introduce poetry. <p><u>Examine the different structures in a poem and how they work cohesively:</u></p> <ul style="list-style-type: none"> • Verse • Stanza • Meter • Rhyme • Scheme <p>Clap out a rhyming couplet in a familiar poem or song:</p> <ul style="list-style-type: none"> • Can they recognize the pattern? • Where in the poem or song does the pattern repeat? <p>Students write their acrostic poem about rainbows in the shape of a rainbow or inside of a rainbow template. When the poem is shared, students can determine what it will be about based on the image presented.</p> <p>While students listen to lyrical music (eg. Peter and the Wolf), they express feelings evoked by the music through such art media as paint, felt pens, pastels, etc.</p> <p>When students complete an “All About Me” poem, they can focus on using descriptive language about themselves and their lives. These poems also allow students to explore the fact that not all poems consist of rhyming couplets.</p>
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • The Children’s Poetry Archive • 10 Ways to Use Poetry in Your Classroom • Writing Couplets with Kids • 40 Essential Poetry Books for Kids • Using Poetry to Teach Reading • Poems for Children The Poetry Foundation • Poems The Official Website of Robert Munsch <p>Mentor Texts or Read Alouds</p> <ul style="list-style-type: none"> • I am the Elwha, by Robert Elofson and Lori Peelen • Ancestor Approved: Intertribal Stories for Kids, by Cynthia L. Smith • For the Children, by Rita Joe • I Lost my Talk, by Rita Joe • Finding my Talk, by Rebecca Thomas • Mii Maanda Ezhi-Gkendmaanah This is How I Know, by Brittany Luby • Sweetest Kulu, by Celina Kalluk <ul style="list-style-type: none"> • Green Eggs and Ham, by Dr. Seuss • Shaking Things Up: 14 Young Women who Changed the World, by Susan Hood • Other Words for Home, by Jasmine Warga • Shel Silverstein • Jack Prelutsky <p>Videos</p> <ul style="list-style-type: none"> • How to Write an Acrostic Poem <p>Cross Curricular</p> <ul style="list-style-type: none"> • Literature-Based Teaching in Science: Poetry Walks 			<p>Whole group discussions</p> <p>Poetry writing activities:</p> <ul style="list-style-type: none"> • Can the student create an acrostic poem? • Can the student create a rhyming couplet? <p>Grade Two - Text Forms & Structures - Year Long</p> <p>Grade Two - Text Forms & Structures - ALL</p> <p>Grade Two - Text Forms & Structures - (Poetry)</p>

Organizing Idea: Oral Language

Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.			
Guiding Question: How can listening and speaking be developed to improve oral communication?			
Learning Outcome: Students examine and adjust listening and speaking to communicate effectively.			
Understanding: Oral traditions use language to support ways of knowing.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Ways of knowing are the many ways people come to know about themselves and the world.</p> <p>Communities can have specific protocols related to how, when, or with whom oral traditions are shared.</p> <p>Protocols are practices of appropriate and respectful behaviours that are unique to groups of people.</p> <p>Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve</p> <ul style="list-style-type: none"> • everyone having an opportunity to speak • respectfully listening when others are speaking 	<p>Explore how oral traditions are shared.</p> <p>Participate in a sharing circle.</p> <p>Identify community or cultural protocols that may influence respectful communication.</p>	<p>Community: a group of people living in the same place or having a particular characteristic in common.</p> <p>Oral Tradition: the cultural knowledge and information that has been passed down through speech from one generation to the next.</p>	<ul style="list-style-type: none"> • Students participate in Sharing Circles, Morning Meeting, Show and Tell, etc. to practice oral language skills. • Invite a local Elder into the classroom using the correct protocol to share about oral traditions <ul style="list-style-type: none"> ○ Identify the community and cultural protocols that influence connections with Indigenous communities. • Make connections between Oral Traditions and Social Studies curriculum • Read <i>The Sharing Circle</i>. Discuss what Owl said about talking together in a circle. Establish a protocol for a sharing circle and use of a talking stick (everyone should feel safe, take turns, use the talking stick or object, be a good listener) and practice having a classroom sharing circle. You may choose to provide a question for students to answer such as “What is one thing that makes you happy?” or “What is your favourite thing to do in school?”
Resources			What do we assess? How do we assess?
<p>Mentor Text or Read Aloud</p> <ul style="list-style-type: none"> • The Sharing Circle by Theresa “Corky” Larsen-Jonasson (Cree/Danish/Metis) • Shia Tooskin Knows the Offering of Tobacco by Charlene Bearhead and Wilson Bearhead, illustrated by Chloe Bluebird Mustooch <p>Videos (Teacher Resource to build background knowledge)</p> <ul style="list-style-type: none"> • https://www.learnalberta.ca/content/aswt/oral_tradition/#respecting-wisdom-unca • https://www.learnalberta.ca/content/aswt/oral_tradition/#respecting-wisdom-freidel 		<p>Teacher Resource</p> <ul style="list-style-type: none"> • The Learning Circle: Classroom activities on First Nations in Canada Ages 4-7 See <i>Unit 1: Storytelling</i> and <i>Unit 3: Sharing</i> for relevant teacher background knowledge, audio files, and potential activities and discussion questions. • Using Talking Circles in the Classroom • The Talking Circle Poster (Freebie) • INFUSING INDIGENOUS KNOWLEDGE - Grade 2 (google.com) 	<p>Process-based assessment:</p> <ul style="list-style-type: none"> • conversation • observation • product <p>Students can understand how oral traditions are used to improve oral communications.</p> <p>Grade Two - Oral Language - Year Long</p> <p>Grade Two - Oral Language - ALL</p> <p>Grade Two - Oral Language - (Oral Traditions and Protocol)</p>

OI: Oral Language: Learning Outcome: Students examine and adjust listening and speaking to communicate effectively.

Understanding: Listening and speaking skills can be developed to improve communication and enhance confidence.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Listening and speaking skills can build confidence and be developed through</p> <ul style="list-style-type: none"> discussions formal and informal presentations collaborative activities <p>Volume can be adjusted for purpose and audience.</p> <p>Clarity of speech (enunciation) enhances the ability to be understood.</p> <p>Vocal emphasis can highlight the importance of words (stress).</p>	<p>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</p> <p>Enhance clarity of oral communication through word emphasis and enunciation.</p> <p>Listen for changes in vocal emphasis in oral communications.</p> <p>Share a short poem from memory with appropriate volume, emphasis, and enunciation.</p>	<p>Formal Presentation: sharing of ideas or information with an individual or group after you have time to prepare and rehearse. The format typically follows a rehearsed presentation followed by questions.</p> <p>Informal Presentation: sharing of ideas or information with an individual or group without rehearsal or preparation. The format typically follows providing information, listening to a reaction, followed by a discussion.</p> <p>Communication: the act of giving, sharing, or receiving information</p>	<p>Teaching oral language and listening skills allows the teacher to create guidelines and protocols for students to follow for collaboration activities as well as for formal and informal presentations.</p> <p>Brainstorm with students and create an anchor chart:</p> <ul style="list-style-type: none"> What does it look like when we are listening to others? Are we making eye contact? Are we waiting our turn? What does it look like when we are in discussion with others? Are we all talking at the same time? What does a discussion look like? Do we ask questions? What is our tone of voice when we are in discussion or when we are working with other students? <p>Morning Messages</p> <ul style="list-style-type: none"> Show and Tell: working with the students, what is the criteria for show and tell? What questions might the 'shower' be answering when they are showing and telling to the class? Reader's Theater: used to develop fluency but also to emphasize tone, and volume. Author's Chair: similar to "Show and Tell" develops the criteria with the students. Turn and Talk: train the students to be on task, to listen, to take turns when turning and talking. Book Talks: as above Choral Reading: have students speak together and be cognizant of volume, tone, enunciation. Students share what it was like the first time they experienced something; e.g. learning to skate, losing a tooth, first day of school. <p>After listening to another student explain their project, (e.g. a boat) students respond with comments and questions related to the project.</p> <p>While viewing a video or listening to a story on a specific topic (e.g. butterflies), students share stories about their own experiences with butterflies.</p>

Resources	What do we assess? How do we assess?
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<p>Mentor Text or Read Aloud</p> <ul style="list-style-type: none"> <i>Decibella and Her 6-inch Voice</i> by Julia Cook <i>Garbage Delight</i> by Dennis Lee (New Learn Alberta recommended book of poems for children) <i>The Random House Book of Poetry for Children</i> (New Learn Alberta recommended book of poems for children) <i>The Salamander's Laughter and Other Poems</i> by Anne Corkett (New Learn Alberta recommended book of poems for children) 	<p>Grade Two - Oral Language - Year Long</p> <p>Grade Two - Oral Language - ALL</p> <p>Grade Two - Oral Language - (Listening and Speaking)</p>
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<p>OI: Oral Language: Learning Outcome: Students examine and adjust listening and speaking to communicate effectively.</p>			
<p>Understanding: Listening helps to develop and maintain positive relationships in a variety of situations.</p>			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Listening involves</p> <ul style="list-style-type: none"> • maintaining focus • asking and responding to questions • using appropriate body postures and gestures • paying attention to the words, feelings, and behaviours of others 	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>	<p>Body Postures and Gestures: ways we use our body to show we are listening, such as nodding, eye-contact, leaning in, facing the speaker, etc.</p>	<p>Develop with students what the 'criteria' will be for listening. Model to students what it feels like or looks like when someone is not listening to the speaker. Create videos for students to watch themselves. Below are examples of where students can then practice their listening skills:</p> <ul style="list-style-type: none"> • Guest Speakers • Assemblies • Morning Messages • Show and Tell • Reader's Theater • Author's Chair • Turn and Talk • Book Talks • Choral Reading • Share a Short Poem
Resources			What do we assess? How do we assess?
<p>Mentor Text or Read Aloud</p> <ul style="list-style-type: none"> • <i>My Mouth is a Volcano</i> by Julia Cook • <i>Interrupting Chicken</i> by David Ezra Stein • <i>Lacey Walker, Nonstop Talker</i> by Christianne Jones • <i>Quiet Please, Owen McPhee</i> by Trudy Ludwig • <i>Listen, Buddy</i> by Helen Lester 			<p>Grade Two - Oral Language - Year Long</p> <p>Grade Two - Oral Language - ALL</p> <p>Grade Two - Oral Language - (Listen and Follow Instructions)</p>

OI: Oral Language: Learning Outcome: Students examine and adjust listening and speaking to communicate effectively.

Understanding: Verbal and non-verbal language can be combined to enhance messages.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Different situations may have different expectations for language use.</p> <p>Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.</p>	<p>Examine messages that combine both verbal and non-verbal communication.</p> <p>Enhance messages by combining verbal and non-verbal communication.</p> <p>Adjust verbal or nonverbal language according to purpose.</p>	<p>Messages: a piece of information that is sent or given to someone</p> <p>Verbal communication: using spoken language to communicate an intentional message to a listener</p> <p>Nonverbal communication: communicating messages or signals through nonverbal expression such as facial expressions, body language, gestures, eye contact, space, posture, loudness or tone of voice</p>	<p>Discuss with students the difference between verbal and non verbal communication. Have students act out the differences. Discuss how you can understand when someone makes a:</p> <ul style="list-style-type: none"> • Mad face • Sad face • When they are fidgeting • When they stomp their feet <p>Activities</p> <ul style="list-style-type: none"> • Reader's Theatre • Role Play • Charades • Pictorial cues around the classroom and in writing • Telephone: pausing to enhance listening skills and communicative collaboration with others. • Mirrors: verbal and non verbal <ul style="list-style-type: none"> ○ Students work with a partner and follow along with cues at the same time

Resources	What do we assess? How do we assess?
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<p><u>Mentor Text or Read Aloud</u></p> <ul style="list-style-type: none"> • <i>Decibella and Her 6-inch Voice</i> by Julia Cook • <i>In My Heart: A Book of Feelings</i> by Jo Witek • Disney Pixar Shorts - For the Birds, Piper • <i>Freddie the Fly Connecting the Dots</i> by Kimberly Delude 	<p>Grade Two - Oral Language - Year Long</p> <p>Grade Two - Oral Language - ALL</p> <p>Grade Two - Oral Language - (Nonverbal Communication)</p>
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Organizing Idea: Vocabulary

Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.													
Guiding Question: In what ways can understanding words and word structures support communication?													
Learning Outcome: Students expand vocabulary by connecting morphemes and words to their meanings.													
Understanding: Vocabulary development contributes to the ability to communicate effectively.													
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars										
<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> unknown to most learners critical for comprehending new texts useful and may be encountered in the future <p>Vocabulary development includes academic words (tier 3 words) from a variety of texts.</p> <p>Words can create effects in language, including</p> <ul style="list-style-type: none"> alliteration onomatopoeia repetition <p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p> <p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings.</p> <p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>	<p>Examine meanings of words in a variety of situations.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Use tier 2 words in a variety of literacy situations.</p> <p>Examine meanings of words from subject content areas (tier 3 words).</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p> <p>Examine homophones and homographs.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>	<p>Base-word: gives the word meaning</p> <p>Morpheme: the smallest unit of meaning in a language; it can be a single word, a prefix or a suffix.</p> <p>Synonyms: a word or phrase that means exactly or nearly the same as another word or phrase in the same language</p> <p>Antonyms: a word that has the opposite meaning of another word</p> <p>Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words</p>	<p>Word Matrix and Sums</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;">ed</td> </tr> <tr> <td style="width: 50px; height: 20px;">snow</td> <td style="width: 50px; height: 20px;">s</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;">ing</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;">y</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;">ball</td> </tr> </table> <ul style="list-style-type: none"> Create a word matrix with base 'snow' and create words with prefixes and suffixes Eg. snow + ing → snowing snow + s → snows snow + ball → snowball snowman → snow + man snowed → snow + ed Teacher reads aloud "The Snowy Day" and students create a word web using the base word 'snow'. Students may use words such as snowy, snows, snowman, snowball. Using a book such as "The Cool Bean," the teacher provides a list of homophones that match words in the book. Students search the page to find the homophones. (Suggested activity from the Can Do Kids Academy) <ul style="list-style-type: none"> Create a class list of interesting words during read alouds. Investigate Tier 3 words from other subjects by exploring different words that contain the same base word. Use a variety of Robert Munsch texts and poetry to teach the concepts of alliteration, onomatopoeia and repetition. Students create a poster using a new word. They add pictures to the poster that relate to the word. 		ed	snow	s		ing		y		ball
	ed												
snow	s												
	ing												
	y												
	ball												
Resources			What do we assess? How do we assess?										
<p>Mentor Texts or Read Aloud</p> <ul style="list-style-type: none"> <i>The Word Collector</i> by Peter H. Reynolds <i>The Boy Who Loved Words</i> by Roni Schotter <i>One Word from Sophia</i> by Jim Averbeck <i>Winter Bees</i> by Joyce Sidman <i>The Cool Bean</i> by Jory John <i>Alligator Pie</i> by Dennis Lee 	<p>Teacher Resource</p> <ul style="list-style-type: none"> Choosing Words to Teach- How to choose Tier 2 words Vocabulary Teacher Information (New Learn Alberta resource) <i>Book: Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i> by Jan Burkins and Kari Yates - Shift 1 Vocabulary Ladders - various resources available such as <i>Vocabulary Ladders Understanding Word Nuances</i> by Melissa Cheeseman Smith and Timothy Razkinski 	<ul style="list-style-type: none"> Teaching Tier 2 Words: Sample Lesson Plan (New Learn Alberta Resource) Bringing Words to Life by Isabel I. Beck, Margaret G. McKeown and Linda Kucan Can Do Kids Academy Engage the Page Alberta Education - Tiered word lists University of Florida Literacy Institute (UFI) - toolbox and resources 	<p>Grade Two - Vocabulary - Year Long</p> <p>Grade Two - Vocabulary - ALL</p> <p>Grade Two - Vocabulary - (Investigate meaning of words)</p>										

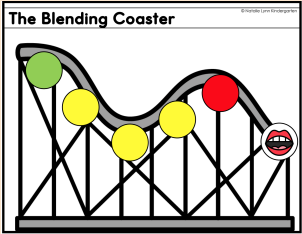
OI: Vocabulary: Learning Outcome: Students expand vocabulary by connecting morphemes and words to their meanings.			
Understanding: Morphemes can change the meaning of a word.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Adding the suffix <ing> or <ed> to the ending of a base changes the tense.</p> <p>Adding <er> or <est> to the ending of a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>	<p>Suffix: a morpheme added at the end of a word to form a derivative</p> <p>Tense: the tense of a verb tells you when a person did something or when something existed or happened. In English, there are three main tenses: past, present, and future.</p> <p>Singular: (of a word or form) denoting or referring to just one person or thing</p> <p>Plural: (of a word or form) denoting more than one person or thing</p> <p>Compound Words: two words that are joined together to form a new word</p>	<ul style="list-style-type: none"> • After teaching the concept of base words, give students a list of words and have them underline the base word and put a box around the prefix and the suffix. • Students explore Word Matrixes and build new words. • Explore the book “Cool Beans” and ask students if they can locate any compound words on the page. Then, students create word sums from the compound words they find. <ul style="list-style-type: none"> ○ Ex: jellybean → jelly + bean ○ everybody → every + body
Resources			What do we assess? How do we assess?
<ul style="list-style-type: none"> • Book: Bringing Words to Life by Isabel I. Beck, Margaret G. McKeown and Linda Kucan • Can Do Kids Academy • Engage the Page • University of Florida Literacy Institute Resources <p>Curricular Connection</p> <ul style="list-style-type: none"> • Math: Measurement (longer/longest, shorter/shortest, smaller/smallest, bigger/biggest, etc.) 			<p>Grade Two - Vocabulary - Year Long</p> <p>Grade Two - Vocabulary - ALL</p> <p>Grade Two - Vocabulary - Manipulate Words</p>

Organizing Idea: Phonological Awareness

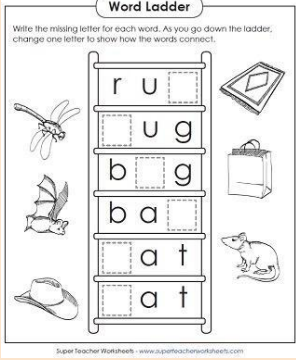
Organizing Idea: Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.				
Guiding Question: How does sound contribute to understanding oral language?				
Learning Outcome: Students apply understandings of how sounds create meaning in oral language.				
Understanding: Words can be separated (segmented) into syllables or sounds (phonemes).				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
<p>Consonant blends can be separated into their individual sounds.</p> <p>Consonant blends can be located anywhere in words.</p>	<p>Segment sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment sounds in words that have consonant blends</p>	<p>Consonant Blends: two or more consonants that appear together in a word and represent sounds that are combined smoothly (bl, br, dr, fl, str, etc.)</p> <p>Blend: fluently joining the sounds in a word.</p> <p>Segment: identifying the individual sounds in a word.</p> <p>Phoneme: the distinct units of 'sound' in a word.</p> <p>Syllables: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word</p>	<p>“Say the word ‘pulp.’ Now segment the word into all the sounds you hear.” /p/ /u/ /l/ /p/</p> <p>“Say the word ‘stomp.’ Now segment the word into all of the sounds you hear”> /s/ /t/ /o/ /m/ /p/</p> <p>“Say the word ‘photograph.’ How many syllables does it have? /phot /o/ /graph/ Can you identify the sounds you hear in that word?”</p> <ul style="list-style-type: none"> Teachers may use the segmenting activities using the accompanying actions in Heggerty Phonemic Awareness Primary Curriculum. Teachers may use the segmenting activities in the UFLI program. Segmenting Phonemes Sample Lesson Plan (New Learn Alberta) Sound boxes/Elkonin boxes Activities Blending and Segmenting Games Tara West INSTANT Phonics Pop-It Cards Tara West Free Downloads (Write It Cards, Balloon It, Pop-It, Sound Cards) Hula Hoop Segmenting Game: teacher places hula-hoops on the floor using enough hula hoops for the maximum number of phonemes in a list of chosen words. Students hop from one hula-hoop to the next as they segment the sounds (phonemes) in words that contain blends in a variety of positions within the words Provide a word that contains five or more phonemes. Students tap their arm once for each sound(phoneme) heard in the word. Students can then count the number or taps made to indicate the number of sounds (phonemes) in the word. Teacher provides a word which has three or more syllables to a small group or an entire class. The students repeat the word back to the teacher. Using Elkonin boxes, students stretch the word out slowly and push one chip or counter into each box to represent one sound. Students then can count the number of sounds in the word. Teacher gives a three-syllable word (ex. elephant). Students place their hands under their chins and count the number of “jaw drops” made when saying the word. The number of jaw drops equals the number of syllables in the word. 	
Resources			What do we assess? How do we assess?	
<p>Resources</p> <ul style="list-style-type: none"> Word Mapping Template Tara West Instant Pop-It Cards (Teachers Pay Teachers) Book: Phonics Companion, George Georgiou and Kristy Dunn (Pearson) Book: Systematic Sequential Phonics They Use, Patricia Cunningham Whole Hearted Teaching Phonemic Awareness Curriculums (TeachersPayTeachers) Natalie Lynn Kindergarten The Blending Coaster Phonemic Awareness Segmenting and Blending Activity https://www.nessy.com/en-us/phonics https://www.nessy.com/en-us/phonics Consonant Blends Bundle from Sweet for Kindergarten (Boom Card Deck) University of Florida Literacy Institute (UFLI) <p>APLC - Supporting Intervention Instruction</p>			<p>Teacher Resource</p> <ul style="list-style-type: none"> Book: <i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i> by Jan Burkins and Kari Yates - Shift 2 Phonemic Awareness Skills Development Tools Reading Rockets: Phonological and Phonemic Awareness: In Practice Uncovering the Logic of English: A Common Sense Approach to Reading, Spelling and Literacy Resource: Heggerty Phonemic Awareness Primary Curriculum Tara West SOR Guided Phonics Curriculum Teaching Resources The Measured Mom TPT Storefront Book: The Reading Strategies Book 2.0, By Jennifer Serravallo <ul style="list-style-type: none"> Chapter 3, “Accuracy” 	<p>Grade Two - Phonological Awareness - Year Long</p> <p>Grade Two - Phonological Awareness - ALL</p> <p>Grade Two - Phonological Awareness - (Segment sounds and phonemes)</p>

OI: Phonological Awareness: Learning Outcome: Students apply understanding of how sounds create meaning in oral language.

Understanding: Syllables and individual sounds can be blended into a sequence to form words.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.</p> <p>Individual sounds and consonant blends can be blended into a sequence to form words.</p>	<p>Blend sounds in words that have up to six phonemes.</p> <p>Blend sounds in words that have consonant blends.</p>	<p>Phoneme: the distinct units of 'sound' in a word.</p> <p>Syllables: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word</p>	<p>“Say these sounds. /b/ /r/ /i/ /s//k/. Now blend the sounds. What word do you have?” brisk.</p> <p>“Say these sounds: /g/ /r/ /a/ /n/ /t/. Now blend the sounds. What word do you have?” grant</p> <ul style="list-style-type: none"> Teachers may use the word chaining activities in the UFLI program. Teacher provides a word which has three or more syllables to a small group or an entire class. The students repeat the word back to the teacher. Using Elkonin boxes, students stretch the word out slowly and push one magnetic chip into each box to represent one sound. Using a magnetic wand, students sweep across the magnetic counters and “blend” the phonemes together.  <ul style="list-style-type: none"> The blending Coaster - see resources below.

Resources	What do we assess? How do we assess?
<p>Resources</p> <ul style="list-style-type: none"> Natalie Lynn Kindergarten The Blending Coaster Phonemic Awareness Segmenting and Blending Activity https://www.nessy.com/en-us/phonics https://www.nessy.com/en-us/phonics Phonemic Awareness: Blending With Consonant Blends from Sweet For Kindergarten (Boom Card Deck) Lalilo, an online game for the classroom Blending and Segmenting Games <p>Teacher Resources</p> <ul style="list-style-type: none"> Resource: Heggerty Book: Systematic Sequential Phonics They Use, Patricia Cunningham University of Florida Literacy Institute (UFLI) Book: The Reading Strategies Book 2.0, by Jennifer Serravallo <ul style="list-style-type: none"> Chapter 3, “Accuracy” <p>APLC - Supporting Intervention Instruction</p>	<p>Grade Two - Phonological Awareness - Year Long</p> <p>Grade Two - Phonological Awareness - ALL</p> <p>Grade Two - Phonological Awareness - (Blend Sounds and Phonemes)</p>

OI: Phonological Awareness: Learning Outcome: Students apply understandings of how sounds create meaning in oral language.			
Understanding: Words can be changed by manipulating sounds (phonemes).			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Sounds can be manipulated by adding, deleting, or substituting different sounds.</p> <p>Sounds can be manipulated at the beginning, middle, or ending of words.</p>	<p>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</p> <p>Delete phonemes in a consonant blend to form a new word.</p> <p>Substitute phonemes in a consonant blend to form a new word.</p> <p>Substitute a sound anywhere in a word to form a new word.</p>	<p>Blend: the skill of joining individual speed sounds (phonemes) together to form a word.</p> <p>Add: join (something) to (something else) to increase or change the original product.</p> <p>Delete: remove (something) from (something else) to decrease or change the original product.</p> <p>Substitute: when one sound is changed for another in a word.</p> <p>Manipulate: the ability to modify, move, or change a sound in a word.</p> <p>Phonemes: any distinct units of sound in a specified language that distinguish one word from another.</p> <p>Word Families: the base form of a word plus its inflected forms and derived forms made with suffixes and prefixes plus its cognates.</p>	<ul style="list-style-type: none"> • “Say the word ‘slate’ “. “Change the /sl/ to /st/”. “What is the new word?” (state). Struggling students may need to use concrete manipulatives (letter tiles, magnetic letters) in order to visualize this concept. • “Say the word ‘brake’ “. “Change the /br/ to /b/”. “What is the new word?” (bake). Struggling students may need to use concrete manipulatives (letter tiles, magnetic letters) in order to visualize this concept. • Teachers may use the manipulating and deleting activities using the accompanying actions in Heggerty Phonemic Awareness Primary Curriculum. • Teachers may use the word chaining activities in the UFLI program. • Systematic Sequential Phonics They Use lessons <ul style="list-style-type: none"> ◦ The lessons explore several letters and how we use them to form different words. Lesson format is based on taking the words we already wrote and changing the beginning/end to create new words. • Recognizing word families. • Sound spinner or phoneme flip books to show changing beginning, middle, or end sounds. • Phoneme manipulation games <ul style="list-style-type: none"> ◦ Phonemic manipulation - Teaching resources - Word Wall • Word ladders; partners or individual activity. Changing beginning and ending sounds to get from one word to the next. <div style="text-align: center;">  </div> • Early second grade: apples and bananas song to focus on changing the vowel sound. <ul style="list-style-type: none"> ◦ Apples and Bananas Phoneme Manipulation ◦ Webber Phonological Awareness Photo Cards
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Heggerty • Book: The Reading Strategies Book 2.0, by Jennifer Serravallo <ul style="list-style-type: none"> ◦ Chapter 3, “Accuracy” • Phonemic manipulation - Teaching resources - Word Wall • Book: Systematic Sequential Phonics They Use, Patricia Cunningham • Phoneme Manipulation Activities - author is kindergarten based, but the activities would work well for early second grade. • University of Florida Literacy Institute • APLC - Supporting Intervention Instruction 			<p>Grade Two - Phonological Awareness - Year Long</p> <p>Grade Two - Phonological Awareness - ALL</p> <p>Grade Two - Phonological Awareness - (Delete and Substitute Sounds and Phonemes)</p>

Organizing Idea: Phonics

Organizing Idea: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.				
Guiding Question: How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?				
Learning Outcome: Students apply understandings of letter combinations and sounds in words.				
Understanding: Relationships between letter combinations and sounds support understanding of words.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
<p>Letter combinations and sounds for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs <p>Blends combine sounds or word parts.</p> <p>A combination of two letters can make a single sound (digraph).</p> <p>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger).</p>	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p> <p>Read words that include the 120 most frequent letter-sound correspondences.</p>	<p>R-controlled vowels: r -controlled vowels include the 'ar', 'er', 'ir', 'or' and 'ur' letter combinations. While there are 5 controlled vowels, there are only 3 r-controlled vowel sounds to learn.</p> <p>Silent e: a silent 'e' at the end of a word can change the pronunciation and meaning of a word. Eg. hop vs hop e. But it also changes the pronunciations in words in which omitting the 'e' isn't possible. E.g. strik - e or bik - e.</p> <p>Silent letter combinations: eg.would, talk, folk</p> <p>Open syllables - an open syllable ends with a vowel sound that is spelled with a single vowel letter (a,e,i,o,u).</p> <p>Closed syllables: has a short vowel ending in a consonant.</p> <p>Grapheme: the unit, letter, symbol</p> <p>Phoneme: the smallest unit of sound</p>	<ul style="list-style-type: none"> • Using an established scope and sequence from simple to complex to teach a phoneme/grapheme correspondence every two or three days. • After teaching a sound, eg: ch/tch have students sort the words (ex: Words Their Way resource) • UFLI - Individual Lesson Visual and Auditory Drills which accompany the UFLI manual • Using whiteboards, have students create sound boxes (Elkonin). Dictate words containing the target phonics skill being taught. Students write the phonemes for the sounds they hear in each word. For words that have multiple phoneme combinations to represent a single sound, have the students try each phoneme combination and then discuss which spelling looks correct. • After students have mastered accurately recognizing letter combinations and their associated sounds in isolation with automaticity, provide students with a list of words containing these combinations. Have students highlight the phonics pattern in the words. Move onto identifying phonics patterns in phrases, sentences and in decodable texts. • Fry's Sight Word List • Practice reading nonwords. 	
Resources			What do we assess? How do we assess?	
<ul style="list-style-type: none"> • APLC New Curriculum Resources - Supplementing Phonics Instruction <p>Teacher Resources</p> <ul style="list-style-type: none"> • Secret Stories • The Phonics Companion, Georgiou & Dunn (Pearson) • University of Florida Literacy Institute (UFLI) • The Literacy Nest • Measured Mom Phonics Assessment • CORE Phonics Assessment • Nessy Youtube Teaching Videos • 120 Most Frequent Letter-Sound Correspondences (New Learn Alberta - Grade 1: 1-60; Grade 2: 61-120) • Chunking Checklist • Book: A Fresh Look At Phonics by Wiley Blevins 			<ul style="list-style-type: none"> • Resource: Words Their Way • Blending Lines Examples • Book: The Six Shifts Short Vowels, Blends, and Digraphs: Decodable Word Lists and Sentences - free download available here • Book: The Six Shifts Long Vowels: Decodable Word Lists and Sentences - free download available here • Amplify Podcast - Season 3, Episode 3, Deconstructing the Rope: Decoding with Dr. Louisa Moats • The ABC's And All of Their Tricks by Margaret M Bishop (book) • Uncovering the Logic of English by Denise Eide (book) • Book: The Reading Strategies Book 2.0, by Jennifer Serravallo <ul style="list-style-type: none"> ○ Chapter 3, "Accuracy" 	<p>Grade Two - Phonics - Year Long</p> <p>Grade Two - Phonics - ALL</p> <p>Grade Two - Phonics - (Letter/Sound Connection)</p>

Organizing Idea: Fluency

Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.			
Guiding Question: In what ways does fluency support the development of reading?			
Learning Outcome: Students apply fluency strategies while reading.			
Understanding: Fluency development contributes to the ability to understand messages.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include</p> <ul style="list-style-type: none"> vowels blends digraphs diphthongs syllables 	<p>Blend sounds quickly and accurately to decode unfamiliar messages.</p> <p>Apply language structure, meaning, and rapid word recognition to support fluency.</p> <p>Read at a steady, comfortable pace.</p>	<p>Vowels: a speech sound produced without obstruction or audible friction in the mouth. : a letter (as a, e, i, o, u, and sometimes y) representing a vowel.</p> <p>Digraphs: two letters that make one sound.</p> <p>Vowel Teams:</p> <p>Blend: the skill of joining individual speed sounds (phonemes) together to form a word</p> <p>Diphthongs: a sound formed by the combination of two vowels in a single syllable, in which sounds begin as one vowel and moves toward another (as in coin, loud and side).</p> <p>Syllables: a unit of pronunciation having one vowel sound, with or without surrounding consonants forming the whole or a part of a word.</p>	<p>Routines</p> <ul style="list-style-type: none"> Blending work: teacher creates a list of words that focus on a particular phonics skill (ex. long vowel team) With gradual release of responsibility, students will practice blending these words and writing them on a white board. The words progress from simple to complex as the list goes on. Rereading decodable texts: once students have read a decodable text, only the text is taken from the book and transferred to a single sheet of paper (only text, no pictures). These text review pages are sequenced and numbered and given to students to practice and place in a folder (kept in a desk or books bin). This is great for independent practice and partner reading. Gradual release with decodable text. Choral reading, partner reading, independent reading. Students record their reading and listen to it, then identify how they could improve their reading fluency.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <p>Add variety of texts/resources (poems, stories, songs fairy tales, nonfiction)</p> <ul style="list-style-type: none"> Resource: Secret Stories UFLI decodable passage Decodable books - Flyleaf, Whole Phonics, Phonicsbook.com The Literacy Nest The Literacy Nest books based on interest or topics 			<ul style="list-style-type: none"> Heggerty Resource: A Fresh Look At Phonics by Wiley Blevins Resource: Jennifer Saravallo:The Reading Strategies Book 2.0 <ul style="list-style-type: none"> Chapter 3, "Accuracy" Resource: Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom, Jan Burkins & Kari Yates (Shift 5, Figure 5.7: Utilizing Visual Information for Sense-making, p. 126) Decodable Text Series: Express Readers, Flyleaf, Bug Club
			<p>Grade Two - Fluency - Year Long</p> <p>Grade Two - Fluency - ALL</p> <p>Grade Two - Fluency - (Application and Pace)</p>

OI: Fluency: Learning Outcome: Students apply fluency strategies while reading.			
Understanding: Recognizing high-frequency words supports reading comprehension.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>High-frequency words include words that occur often in written language.</p> <p>The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.</p>	<p>Read 175 new high-frequency words automatically.</p> <p>Read high-frequency words in sentences and texts.</p>	<p>Fluency: the ability to read smoothly with speed, accuracy and expression.</p> <p>Irregular Words: do not fit the typical letter-sound correspondence. (e.g., said, was, do)</p> <p>Regular Words: a word in which all of the phonemes represent their most common sound.</p> <p>Word Mapping: a visual organizer that promotes vocabulary development.</p>	<ul style="list-style-type: none"> • High frequency word instruction can be integrated into existing routines such as phonics or word sorts. • Word Mapping (various resources available such as this one) • Personal Dictionary - As students learn new high frequency words they can add them to their own dictionary for quick reference. • Pairing high frequency word instruction with decodable texts containing those words. • Students search for irregular words in a book or passage, read the words to a partner. • Students keep a tally chart on the number of times they find specific irregular words in a text or passage.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • High Frequency Words Sample Lesson Plan (New Learn Alberta - you will need an account created to access this document) • Book: The Reading Strategies 2.0 by Jennifer Serravallo 			<ul style="list-style-type: none"> • Grade Two - Fluency - Year Long • Grade Two - Fluency - ALL • Grade Two - Fluency - (High Frequency Words)

OI: Fluency: Learning Outcome: Students apply fluency strategies while reading.			
Understanding: Fluent reading can engage audiences and improve comprehension.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Reading fluency is supported by</p> <ul style="list-style-type: none"> • pace • phrasing • expression • punctuation <p>Pace is the rate at which written messages are read.</p> <p>Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation.</p> <p>Expression is reading with feeling in the voice and includes various movements of the voice (pitch).</p> <p>Punctuation supports reading with fluency through pausing and intonation.</p> <p>Quotation marks signal to the reader to align voice with characters in a written message.</p>	<p>Read with appropriate stress on words, pausing, and phrasing.</p> <p>Read with appropriate intonation and expression.</p> <p>Examine punctuation in written messages to enhance fluency.</p> <p>Read dialogue with phrasing and expression to engage an audience and reflect understanding.</p>	<p>Pace: rate of reading</p> <p>Phrasing: reading smoothly and pausing with punctuation.</p> <p>Expression: reading with feeling</p> <p>Attending to punctuation (pausing): noticing periods and pausing. Pausing at periods and commas. Raising voice when reading a question mark. Expressive when noticing an exclamation mark.</p> <p>Intonation: the rise and fall of voice</p> <p>Voice/Pitch: loudness and quality</p>	<p>Students can develop fluency by reading aloud often. Fluent reading requires recognizing words quickly and accurately and reading smoothly with expression. Students can practice by engaging in strategies such as:</p> <ul style="list-style-type: none"> • Choral reading • Reader's theatre • Repeated readings <p>Strategy: Sketch to Stretch - teacher introduces a fiction or nonfiction passage, then focuses on one sentence at a time, emphasizing fluency. Students read chorally first, and then independently. Students sketch each sentence. This sequence continues throughout the passage. At the end, students share the information they have learned with a partner once their pictures are complete. Students go back and add details to their pictures after the discussion with their partner. Students then write about their new learning.</p> <ul style="list-style-type: none"> • Students pull a card out of a bag that has a word describing a tone of voice. Students read passages using the voice they pulled from the bag. • Students choose a familiar poem to present to the class with a focus on pace, phrasing, expression and punctuation. • Students practice and perform Reader's Theater. • When practicing decodable text, students scoop groups of words together to read in meaningful phrases. • Students engage in partner reading and shared reading. • Students highlight punctuation in a decodable text to help them visualize where they should pause during reading. • Students highlight quotation marks in a decodable text to help them align their voice with the characters in a text. • Students practice and perform familiar songs such as, "Frosty The Snowman",
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • 109 Power Words List - This list is available for free download. These words comprise 50% of the words found in children's texts. The first 13 words comprise 25% of the words found in children's texts. • New Learn Alberta First 300 High Frequency Word List • A New Model for Teaching High-Frequency Words • Book: Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom, Jan Burkins & Kari Yates (Shift 4) • Book: The Reading Strategies Book 2.0. By Jennifer Serravallo • Transitioning from Words Walls to Sound Walls 			<p>Grade Two - Fluency - Year Long</p> <p>Grade Two - Fluency - ALL</p> <p>Grade Two - Fluency - (Phrasing and Expression)</p>

Organizing Ideas: Comprehension

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.			
Guiding Question: How does comprehension facilitate the meaning of a text?			
Learning Outcome: Students examine and apply a variety of processes to comprehend texts.			
Understanding: Text comprehension can be enhanced by listening to a variety of texts read aloud.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to include</p> <ul style="list-style-type: none"> discussions visual representations writing 	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>	<p>Listen: give attention to the sound of something</p> <p>Respond: say something in reply</p> <p>Identify: establish who or what (someone or something) is</p> <p>Phrase: a small group of words standing together as a conceptual unit</p> <p>Discuss: talk about with a group</p> <p>Key Words: simple or more complex words that are key in understanding a text</p>	<p>Read Aloud Structure</p> <ul style="list-style-type: none"> Discuss Genre Activate Prior Knowledge Discuss key words (Tier 2 words) Make Predictions Turn and talk Quality questioning during read alouds <p>Possible Activities</p> <ul style="list-style-type: none"> After reading a fiction text, students make a class chart showing the characters, settings and events. Story is reread as a class to confirm the student's knowledge of the text. After reading a nonfiction text, students share a fact or new idea they learned with a partner. Students draw a picture to demonstrate their knowledge on the topic, then describe their picture using one or more sentences.
Resources			What do we assess? How do we assess?
<p>Suggested Read Alouds</p> <ul style="list-style-type: none"> Enemy Pie The Day the Crayons Quit The Bad Seed <p>Teacher Resource</p> <ul style="list-style-type: none"> Book: Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom, Jan Burkins & Kari Yates (Shift 1) Dialogic Conversation to Develop Oral Language (download available here) Book: The Reading Strategies Book, 2.0, by Jennifer Serravallo The Fountas & Pinnell Literacy Continuum (Pearson) The Reading Comprehension BLUEPRINT Helping students make meaning from texts by Nancy Hennessy 			<p>Grade Two - Comprehension - Year Long</p> <p>Grade Two - Comprehension - ALL</p> <p>Grade Two - Comprehension - (Listen and Respond to Text)</p>

OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.			
Understanding: Print texts can be understood independently.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Understanding of print texts read independently involves <ul style="list-style-type: none"> discussions visual representations writing 	Read texts that contain mostly predictable and decodable words independently. Examine and use words and sentences from print texts. Interpret ideas and information from print texts read independently.	Narrative Text: a story or tale; a sequence of events that happened in the past. Non-narrative Text: examples are cookbooks, text books, dictionaries, maps. Informational Text: a subset of non-fiction; the purpose is usually to inform the reader about the natural or social world. Visual Representation: representation or demonstration of concepts accompanied by images or texts.	Routines <ul style="list-style-type: none"> Readers Workshop <ul style="list-style-type: none"> Independent Book Bins: Students choose their own collection of “Just Right” (independent leveled texts) books for the week Book Talks Writing about reading Conferring <ul style="list-style-type: none"> Possible conference extension: Sentence scramble- using a sentence from the text read. Copy a sentence from the text onto a sentence strip. Cut the words apart. Without referencing the text, the student can decode the words and put them back in the correct order.
Resources			What do we assess? How do we assess?
<ul style="list-style-type: none"> Various decodable and predictable texts/genres related to grade topics/contents and student interests “Just Right” Books - books that are at the readers independent reading level and where the student does not require support. Book: The Reading Strategies Book 2.0, by Jennifer Serravallo 			Grade Two - Comprehension - Year Long Grade Two - Comprehension - ALL Grade Two - Comprehension - (Read and Interpret Decodable Text)

OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.

Understanding: Comprehension of print texts involves self- monitoring and self- correcting.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Word solving includes</p> <ul style="list-style-type: none"> chunking stretching manipulating sounds searching for additional information <p>Self-correcting includes</p> <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</p>	<p>Self-correction: when a student corrects their own errors without support</p> <p>Self-monitoring: student checks for understanding while reading by pausing and thinking about the text</p> <p>Manipulating sounds: changing individual sounds in words (ex: change long a to short a when sounding out the word 'cabin.')</p> <p>Altering speed: change reading pace to improve accuracy</p> <p>Re-reading: reread sentence to improve accuracy</p> <p>Reading on: skip unfamiliar words and finish reading sentences. Return to an unknown word and use the context of the sentence to solve the word.</p>	<p>The teacher teaches students how to solve words that they are not familiar with by using strategies such as listed under 'knowledge'. Students are taught to use multiple ways of solving unknown words.</p> <p>Students are also taught to self monitor and determine independently if they have misread a word and if the story or sentence is not making sense. Students are taught the strategies listed in the 'knowledge' column.</p> <p>Chunking: look at the word. Are there parts of the word that you know? Chunking is breaking up a word into manageable chunks/looking for familiar parts in a word</p> <p>Stretching: look at the letters in the word - say the sound of the letters you know and stretch it out. E.g. br - at. Stretching is when you stretch out the sounds in a word to blend the sounds together, slowly without stopping between sounds.</p> <ul style="list-style-type: none"> Be aware of and explicitly teach continuous and stop sounds. Stop sounds can blend to the vowel to keep the blending process continuous. (ie: mmmmaa- continuous, caaaaaat, /c/ stop sound blends to the vowel /a/ <p>Searching: you know that 'tion' says 'shun'. Now look at the word and see if you can read it. Students use pictures or other sentences on the page to help solve an unfamiliar word</p> <p>Routines</p> <ul style="list-style-type: none"> Guided Reading/Small Group Instruction Conferring Instructional Level Texts Progress Monitoring <p>Mini-Lessons</p> <ul style="list-style-type: none"> Word Solving Self-correcting

Resources	What do we assess? How do we assess?
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<p>Book: : The Reading Strategies Book.20 by Jennifer Serravallo</p> <ul style="list-style-type: none"> Serravallo has released a chapter 3 revision for her reading strategies book that focuses on decoding, blending, monitoring, and self-correcting. It is available online for free for those who have already purchased her reading strategies book. UFLI - The University of Florida Literacy Institution The Phonics Companion by Dr. George Georgiou and Kristy Dunn (Pearson) <p style="text-align: center;">Alberta Ed Resources</p> <ul style="list-style-type: none"> Resource: Secret Stories Secret Stories® Cracking the Reading Code with the Brain In Mind (thesecretstories.com) Decoding Multisyllabic Words sample lesson plan Chunking Checklist Using Open and Closed Syllables to Chunk VCV Words 	<ul style="list-style-type: none"> Running Records Anecdotal notes made during small group instruction Fountas and Pinnell Benchmark Assessment TOSREC <p>Grade Two - Comprehension - Year Long</p> <p>Grade Two - Comprehension - ALL</p> <p>Grade Two - Comprehension - (Solve and Decode Words)</p>
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OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.

Understanding: Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when summarizing texts.</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Interpret information from illustrations or visuals when summarizing texts.</p>	<p>Main Idea: most important part of a paragraph or text. Can be expressed directly or implied</p> <p>Supporting Details: information that supports the main idea</p> <p>Sequence: order of events or information in a text</p> <p>Summarize: an overview of the main parts of a text</p> <p>Retell: recall, in order, a story or text</p> <p>Elements of a Story:</p> <p>Characters: people or animals in a story that play a role</p> <p>Setting: where a story takes place</p> <p>Plot: main events in a story</p> <p>Events: important things that happen in a story</p>	<p>Whole group, small group or one on one: Teach the students to discuss and practice determining what they think is the 'main' idea in the text.</p> <p>As a class - discuss sequencing. Use graphic organizers to list the 'events in the story.'</p> <p>"What happened at the beginning of the story?" "Then what happened?" "What happened at the end"</p> <p>Summarize: use strategies such as: "somebody, wanted to, but, then"</p> <p>Have the students discuss the events of the story and then in smaller groups act out the story using characters, setting, plot in sequence.</p> <p>Routines</p> <ul style="list-style-type: none"> • Read Alouds • Turn & Talk • Reading Response • Conferring • Guided Reading <p>Mini-Lessons</p> <ul style="list-style-type: none"> • Fiction Text Features: main idea, supporting details, sequencing, retell, elements of a story <p>In small groups, act out a read aloud in sequential order and include important events related to the plot.</p> <p>Illustrate a read aloud using three pictures, (beginning, middle and end) and orally retell the story using their pictures.</p>

Resources	What do we assess? How do we assess?
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- The Reading Comprehension BLUEPRINT Helping students make meaning from texts by Nancy Hennessy
- Book: Reading Power by Adrienne Gear
- Book: The Reading Strategies Book 2.0, By Jennifer Serravallo
 - Serravallo has released a chapter 3 revision for her reading strategies book that focuses on decoding, blending, monitoring, and self-correcting. It is [available online](#) for free for those who have already purchased her reading strategies book.
- Phonicsbooks.com

- Knowledge of Narrative Texts
 - Identify main idea orally
 - Identify supporting details - at least 4 details
 - Retell (in sequence)
 - Identify elements of story
 - Illustrate with supporting details - at least 4 details
- [Grade Two - Comprehension - Year Long](#)
- [Grade Two - Comprehension - ALL](#)
- [Grade Two- Comprehension - \(Summarize, Sequence and Retell\)](#)

OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.

Understanding: The process of text comprehension can be improved by making connections.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Connections can be made to ideas and information in texts, including to</p> <ul style="list-style-type: none"> • similarities and differences within a text • similarities and differences between texts 	<p>Share personal connections that support understanding of ideas or information in texts.</p> <p>Identify similarities and differences within a text.</p> <p>Identify similarities and differences between texts.</p>	<p>Connections: relationships between students and the texts they're reading</p> <p>Major Character: a character central to the plot or problem in a story.</p> <p>Narrator: a character in the story or someone telling the story from the outside looking in.</p> <p>Setting: when and where a story takes place</p> <p>Plot: order of events in the story</p> <p>Circular Plot: a plot sequenced to end with characters returning to a similar situation to where they started</p> <p>Text-to-self: is one where students are reminded of personal experiences when reading a book or passage.</p> <p>Text-to-text: A connection between the text and another story or text that you have read previously.</p> <p>Text-to-world: connections involve linking the text to an event or phenomena that happens in the larger world.</p> <p>Compare and Contrast: similarities and differences (use of T-charts, Venn Diagrams, etc. for support).</p>	<ul style="list-style-type: none"> • Teacher chooses a variety of books that students will relate to and can make personal connections to (topics may include school, family, emotions, friends). After reading, students share personal connections that support understanding of ideas and information. Teacher may use the following prompts to guide the discussion (from https://childrenslibrarylady.com/making-connections-books/): <ul style="list-style-type: none"> ○ What does this text make you think of? / This text reminds me of when ... ○ How are you similar to/different from [character]? ○ Has anything like this ever happened to you? ○ How is this text like your life? / I can relate to [character/event] because ... ○ How did you feel when we read this? / When we read this story, I felt ... ○ What would you do if you were [character]? / If I was [character], I would ... • Teacher chooses a variety of books that cover related subjects (topics may include school, family, emotions, friends). After reading, students share similarities and differences between texts. Teachers may use a venn diagram or other graphic organizer to organize student ideas. Teacher may use the following prompts to guide the discussion (from https://childrenslibrarylady.com/making-connections-books/): <ul style="list-style-type: none"> ○ This makes me think of [book] because... ○ This is the same/different as [book] because... ○ The text/illustrations remind me of [book] because... ○ The text/illustrations remind me of [author/illustrator] because...

Resources	What do we assess? How do we assess?
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<p>Teacher Resource</p> <ul style="list-style-type: none"> • Book: The Reading Strategies Book 2.0, by Jennifer Serravallo • Anchor Charts for Making Connections • Reading Rockets Article- Text Complexity: Create connections <p>Videos</p> <ul style="list-style-type: none"> • Making Connections in Reading 	<ul style="list-style-type: none"> • “Does this remind you of _____?” • “Tell me about a time when ?” • Compare and contrast two texts of similar topics • Response journal to a personal text <p>Grade Two - Comprehension - Year Long</p> <p>Grade Two - Comprehension - ALL</p> <p>Grade Two - Comprehension - (Connect to Text)</p>
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OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.

Understanding: Comprehension can be enhanced by formulating questions and searching for answers within texts.

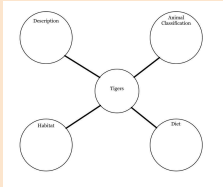
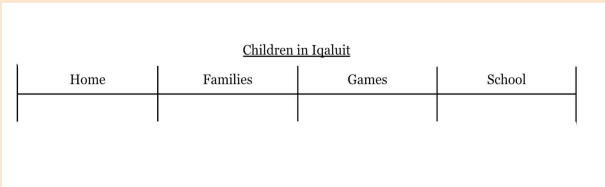
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Questioning includes asking or answering questions regarding</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.</p> <p>Answer questions that require making interpretations or giving opinions about information in texts.</p> <p>Answer questions that require recognizing cause and effect relationships in texts.</p>	<p>Cause and Effect: a text structure that shows a relationship between the cause (why something happened) and the effect (what happened).</p> <p>Fact vs. Opinion: Something being factual/true or real that is backed up with evidence vs. what someone believes is true or thinks is true about something.</p>	<p>By working as a whole class, have the students practice asking questions using "who, what, why, when" while reading a read aloud to the class. This is part of locating evidence, details and facts from a text.</p> <p>Flash an interesting picture with lots of detail on the smart board (Try Pobble 365). Have students use the "W" words, to ask questions or wonder about the image on the board.</p> <p>Teacher chooses a variety of fiction and non-fiction texts to read aloud.</p> <p>Suggested texts</p> <p>Literal Recall</p> <p>The Day the Crayons Quit by Drew Daywalt National Geographic Readers: Pandas by Anne Schreiber</p> <ul style="list-style-type: none"> During reading, the teacher models how to ask questions to clarify information within texts by using who, what, when, where, why and how questions. Teacher models how to use the text to find evidence, details and facts. <p>Interpretations/Opinions</p> <p>Monarch Butterflies by Gail Gibbons National Geographic Kids: Wolves by Laura Marsh In My Opinion by Deb Bird, Stellanina by Janell Cannon</p> <ul style="list-style-type: none"> Teacher models making interpretations and giving opinions about texts by asking questions such as: <ul style="list-style-type: none"> What do you think the author meant by _____? What do you think _____ means on page ____? What is your opinion about _____? <p>Cause and Effect</p> <p>If You Give a Mouse a Cookie by Laura Joffe Numeroff Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</p> <ul style="list-style-type: none"> Teacher asks questions that may involve integrating new information with background knowledge to help students recognize cause and effect relationships in texts. Questions may include: <ul style="list-style-type: none"> Why did _____ happen? What happened because of this?

Resources	What do we assess? How do we assess?
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<p>Teacher Resource</p> <ul style="list-style-type: none"> Book: : The Reading Strategies Book 2.0, by Jennifer Serravallo Reading Rockets Article- Dialogic Reading: An effective way to read aloud with young children Teaching the Questioning Strategy Asking Questions and the QAR Strategy Book: Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom, Jan Burkins & Kari Yates (Shift 1) <p>Video</p> <ul style="list-style-type: none"> "Who, What, When, Where, Why" by the Bazillions Six Questions Rap - Jack Hartmann 	<p>Grade Two - Comprehension - Year Long</p> <p>Grade Two - Comprehension - ALL</p> <p>Grade Two - Comprehension - (Ask and Answer Questions)</p>
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<p>OI: Comprehension: Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p>			
<p>Understanding: Comprehension can be supported by making and revising predictions.</p>			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> • title • pictures • evidence • background knowledge 	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>	<p>Use of text features to make predictions:</p> <ul style="list-style-type: none"> • Knowledge of text types • Activating background knowledge • Discuss predictions vs actual outcome (revise) 	<ul style="list-style-type: none"> • Prior to a read aloud, the teacher introduces the title of the book, engages students in a “picture walk,” and asks students to predict the genre, topic, events, and outcome. Teachers may use a T-chart to keep track of predictions. • During reading, teacher engages students in confirming and revising their predictions in response to new information <ul style="list-style-type: none"> ○ When reading <i>If you Give a Moose a Muffin</i>, a student might say “I know how this story will end! Right back at the start, just like the book <i>If you Give a Mouse a Cookie</i>.” ○ When reading <i>Cinderella</i>, a student might say “I think this book is a fairy tale because it begins with ‘Once Upon a Time.’” ○ When looking at the book cover of <i>The Cool Bean</i>, a student says “I think this book is fiction because of the illustrations and because it looks like a bean is one of the characters. This must be a made up story.” • After reading, students compare actual outcomes to predictions made. Teachers may compare predictions to actual outcomes using a T-chart.
<p>Resources</p>			<p>What do we assess? How do we assess?</p>
<p>Teacher Resource</p> <ul style="list-style-type: none"> • Book: <i>The Reading Strategies Book 2.0</i>, by Jennifer Serravallo • Teaching Students to Make Predictions While Reading • 3 Activities for Making Predictions 			<ul style="list-style-type: none"> • Grade Two - Comprehension - Year Long • Grade Two - Comprehension - ALL • Grade Two - Comprehension - (Make Predictions)

Organizing Idea: Writing

Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.			
Guiding Question: How can writing processes and techniques improve expression?			
Learning Outcome: Students create and enhance ideas and information by applying a variety of writing processes.			
Understanding: Writing can provide opportunities to share thoughts and ideas in meaningful ways.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Writing processes used to organize and share messages include</p> <ul style="list-style-type: none"> planning writing editing sharing <p>Run-on sentences are sentences that string too many ideas together with connecting words.</p> <p>Sentences can be organized in a logical sequence to create written messages.</p> <p>Editing involves noticing and correcting errors in spelling, grammar, and punctuation.</p>	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Focus and limit the number of ideas in sentences.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written messages.</p> <p>Share written messages with others.</p>	<p>Audience: the assembled spectators or listeners at an event</p> <p>Message: a verbal, written, or recorded communication</p> <p>Author's Purpose: Author's reason, or intent for writing.</p> <p>Writing Process: activities that you complete as you generate ideas, compose those ideas into a document or presentation</p> <ul style="list-style-type: none"> Planning Writing Editing Sharing <p>Grammar: the system or structure of a language.</p> <ul style="list-style-type: none"> Nouns Pronouns Verbs Adjectives Adverbs Prepositions Interjections conjunctions <p>Punctuation: the marks used in writing to separate sentences and their elements.</p> <ul style="list-style-type: none"> Commas Periods Exclamation marks Question marks Quotations <p>Message Forms:</p> <ul style="list-style-type: none"> Letter Story Email Recipe 	<ul style="list-style-type: none"> Teachers use mentor texts to provide opportunities for students to share ideas and information on a topic before writing. Teacher provides a writing topic for students based on the mentor text. Teacher models how to use a planner for a given writing task. Students complete their planning page. <ul style="list-style-type: none"> Five Finger Planner Planning Pages from <i>Powerful Writing Structures</i> by Adrienne Gear <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> Teachers use their planner as an example to demonstrate the importance of logical sequence. Class works collaboratively to decide a logical sequence for the teacher's writing by placing a number in the box, starting with 1. Students read through their planner and determine a logical sequence for their writing. Teacher models the text form that is expected for the assignment using their planner. Students complete their writing task. Teacher examples are removed to encourage student creativity and independence. Teachers re-introduces their own piece of writing that has been rewritten with some errors. As a class, the teacher's writing is edited for spelling, run-on sentences, grammar and conventions. Students participate in peer editing or independent editing to improve their written work. Teacher models a detailed illustration that could accompany their writing. Students participate in peer sharing or Author's chair to share their writing. Using the morning message or a piece of student writing, students insert punctuation (periods, question marks, exclamation marks) and capital letters and correct misspelled words. Students contribute ideas for a writing checklist and refer to it when editing their work (for example): <ul style="list-style-type: none"> I put periods, question marks or exclamation marks at the end of my sentences. I check for words that are not spelled correctly and circle them. I check that my sentences make sense. Each sentence has a subject (who/what) and a predicate (action/doing part). After students have created a written message, they share their work with the rest of the class using an "author's chair". Alternatively, students may share their messages with a class partner or with students from another class. Students include illustrations that accompany and enhance their written messages (journals, letters, stories, non-fiction writing) Students bring items from home for the mystery box. Students use adjectives to describe their object and their classmates guess the object.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> Book: <i>Powerful Writing Structures</i> by Adrienne Gear Book: <i>Projecting Possibilities for Writers</i> by Matt Glover Book: <i>The Writing Strategies Book</i> by Jennifer Serravallo Book: <i>The Writing Revolution</i> by Dr. Judith Hochman and Natalie Wexler <p>Mentor Texts</p> <ul style="list-style-type: none"> Ralph Writes a Story by Abby Hanlon The Best Story by Eileen Spinelli 			<p>Grade Two - Writing - Year Long</p> <p>Grade Two - Writing - ALL</p> <p>Grade Two - Writing - (Create, Focus, Organize and Edit Written Messages)</p>

OI: Writing: Learning Outcome: Students create and enhance ideas and information by applying a variety of writing processes.			
Understanding: Creative thinking can influence expression of thoughts and emotions.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Creative thinking includes</p> <ul style="list-style-type: none"> using imagination combining materials or ideas in different ways making adaptations based on feedback <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by a variety of personal experiences.</p> <p>Creative ideas can be enhanced by adding language related to the senses (sensory language).</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or adapt representations of messages.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>	<p>Adjective: A word that describes a noun or a phrase.</p> <p>Adverb: a word or an expression that modifies a verb.</p> <p>Senses: the physical abilities of sight, smell, hearing, touch, and taste</p>	<ul style="list-style-type: none"> Forms of Writing <ul style="list-style-type: none"> Story Poetry Email Letter Song Recipe Read a variety of text with sensory vocabulary and have students identify the sensory words. Record these words on a chart under the heading of the corresponding sense. Create a list of high-impact adjectives and adverbs found in mentor texts. Students help add to these lists as more mentor texts are read. Lists are posted in the classroom for use in student writing. Teacher creates a list of overused, boring words. Students brainstorm and use personal thesaurus to create lists of interesting adjectives. Teacher reads a short story or paragraph that contains rich vocabulary. Students draw a picture using the information from the text. Teacher provides grade level appropriate Mad Libs for students to experiment with adding their own adjectives and adverbs. Students read their Mad Libs to a partner and discuss similarities and differences in their stories. Re-type a section of a mentor text (without punctuation) and have students reread and locate errors in punctuation. Compare the re-typed text to the actual text and discuss how the punctuation changes the meaning. Students experiment with a variety of writing forms and use their personal thesaurus and dictionary to add interesting words Story Bear for descriptive sentences: All students have an outline of a bear, or blank egg template. Read a descriptive text with all children dressing up their bear or egg with one thing each time they hear a descriptive word is used. (Does not have to resemble the specific descriptor in text- just that there was one.) This gauges how much description was in the text by how dressed up their bear is. <ul style="list-style-type: none"> Can also use this for peer editing with young children. One peer reads their own writing. One peer has a blank bear and adds a decorative piece to the bear (bow tie, necklace, etc.) for each descriptor they hear. The author gets a concrete visual of how descriptive they were. Students go through their sentences and underline every noun. Then they put in an adjective to describe each noun.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> Projecting Possibilities for Writers by Matt Glover Book: The Writing Strategies Book by Jennifer Serravallo Book: Powerful Writing Structures by Adrienne Gear <p>Mentor Texts</p> <ul style="list-style-type: none"> The Word Collector by Peter H Reynolds The Day Punctuation Came To Town (video) The Very Cranky Bear by Nick Bland Hairy, Scary, Ordinary by Brian P. Cleary 			<p>Grade Two - Writing - Year Long</p> <p>Grade Two - Writing - ALL</p> <p>Grade Two - Writing -(Enhance Written Messages)</p>

OI: Writing: Learning Outcome: Students create and enhance ideas and information by applying a variety of writing processes			
Understanding: Research processes can be used to learn new things or build on what is already known.			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Asking questions can help focus research topics.</p> <p>Factual information can be gathered from a variety of digital or non-digital sources.</p> <p>Organizational tools, such as graphic organizers, can be used to record or categorize factual information.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>	<p>Informational Text: nonfiction writing, written with the intention of informing the reader about a specific topic</p> <p>Personal Interviews: A way to gather information by asking questions directly to another person.</p> <p>Media: a form of communication that delivers information, such as newspapers, radio, television, internet, etc.</p>	<ul style="list-style-type: none"> Teacher chooses a research topic to model research skills (for example, polar bears). Teacher shares a variety of sources that contain information about the topic. Teachers pose questions to help students focus on important information about the topic. Teacher records information using an organisational tool. Teachers and students work together to share the gathered information using different text forms (paragraphs, brochures, posters, etc.) <ul style="list-style-type: none"> Research process: <ul style="list-style-type: none"> Step 1: Identify and develop your topic, (question). Step 2: Find information to answer your question. Step 3: Evaluate the information you have found. Step 4: Present your findings Students choose their own topic for research similar to the topic(s) previously explored as a whole group (for example, a different arctic animal or mammal). Students explore a variety of sources to gather important information and record facts. Using this information, students create written text to share their new learning. Scaffold their work, by providing a graphic organizer mentioned earlier for them to work from that organizes their topic, main idea, and fact details on that main idea.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> Super3 Research Model Teaching Information Literacy Skills Book: Is That a Fact? Teaching Nonfiction Writing K-3, Tony Stead Book: Marvelous Minilessons for Teaching Nonfiction Writing K-3, Lori Jamison Rog Book: Projecting Possibilities for Writers by Matt Glover Book: The Writing Strategies Book by Jennifer Serravallo 			<p>Grade Two - Writing - Year Long</p> <p>Grade Two - Writing - ALL</p> <p>Grade Two - Writing - (Research)</p>

<p>OI: Writing: Learning Outcome: Students create and enhance ideas and information by applying a variety of writing processes</p>			
<p>Understanding: The method or tool used to present written works can enhance the clarity of a message.</p>			
Knowledge	Skills and Procedures	Vocabulary/Concepts to Teach	Strategies and Exemplars
<p>Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.</p>	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>	<p>Printing: the words one writes on paper or read in a book.</p> <p>Handwriting: the act of forming letters and words on a page using a writing tool, such as a pen or pencil.</p> <p>Typing: to write something using a computer or other device with a keyboard.</p>	<p>Daily Routines</p> <ul style="list-style-type: none"> • Copying daily agenda message • Printing practice • Daily writing across subject areas • Typing practice <p>Provide students with an exemplar or checklist of what printing should look like:</p> <ul style="list-style-type: none"> • Can others read my printing? Can I read my printing? • Did I leave a margin? • Did my printing move away from the margin? • Are there spaces between my words? • Do my letters float above/sink below the line? • Are my letters all uniform in size? <p>Use printable or unplugged keyboards as centres to work on typing and getting familiar with the layout of a computer.</p>
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Keyboarding Without Tears • Handwriting Without Tears • Sky, Grass, Dirt Letter Formation • Typing Grade 2 - EdClub <p>Games</p> <ul style="list-style-type: none"> • Mario Teaches Typing • 5 Free Typing Games 			<p>Grade Two - Writing - Year Long</p> <p>Grade Two - Writing - ALL</p> <p>Grade Two - Writing - (Printing/Typing)</p>

Organizing Idea: Conventions

Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.			
Guiding Question: How do conventions foster the development of effective communication?			
Learning Outcome: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.			
Understanding: Capitalization and punctuation can make messages more clear.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Capitalization is used for titles.</p> <p>A proper noun names a specific person or place and begins with a capital letter.</p> <p>Punctuation includes an apostrophe in contractions.</p> <p>A contraction is a combination of two words, where an apostrophe takes the place of certain letters.</p>	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>	<p>Capitalization: What needs to be capitalized?</p> <ul style="list-style-type: none"> • M.I.N.T.S <ul style="list-style-type: none"> ○ Months, Days, Holidays ○ The pronoun 'I'. ○ Names of people/places: proper nouns. ○ Titles of books/movies ○ Start of sentences <p>Title: Why do we use titles and why are they important?</p> <p>Proper Nouns: a noun that serves as a name for specific place, person or thing.</p> <p>Period: a form of punctuation used to end a declarative sentence.</p> <p>Exclamation Marks: a punctuation mark usually used after an interjection or exclamation to indicate strong feelings or to show emphasis.</p> <p>Question Marks: is a punctuation mark that indicates an interrogative clause or phrase in many languages</p> <p>Apostrophe: punctuation mark used in contractions to replace missing letters. The contraction "we'll" stands for "we will," with the apostrophe replacing "wi." It can also show possession, as in "Mary's car." The apostrophe indicates the car belongs to Mary.</p> <p>Contractions: A contraction is a word made by shortening and combining two words. (can't = can not).</p> <p>Prepositions: a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."</p>	<ul style="list-style-type: none"> • After writing a sentence, students underline capitals with a green marker and circle punctuation in red. • In the morning message, the teacher leaves out the capital letters for the day of the week and month. Students highlight and correct the message. • After teaching the concept of contractions, students use letter tiles or word cards to create contractions. Sticky notes can be used as the apostrophe to cover up letters. • Sentence dictation - Dictate a sentence that corresponds with your phonics lesson. Students will write the sentence correctly on whiteboards. Quickly check each sentence, or have an elbow partner check the sentence, for proper capitalization, finger spaces, proper spelling and use of ending punctuation. • The Why Punctuation Activity: <ul style="list-style-type: none"> ○ demonstrating the purpose of punctuation: students separate the author's <i>thoughts</i> for the reader. Read a paragraph of text stopping randomly in the middle of sentences and reading through punctuation, jumbling the thoughts. Reread text stopping at punctuation. How does that affect comprehension? Stopping at punctuation aids the reader's understanding of the author's <i>thoughts</i> and adding correct punctuation as a writer allows others to follow our complete thoughts. • Model punctuation in own writing by studying it in books (trade books and other's writing). • Mentor sentences /mentor texts.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> • Book: Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5, Jeff Anderson with Whitney LaRocca • Book: The Writing Strategies Book - Jennifer Serravallo • Book: Empowering Writers - Barabara Mariconda • Book: Powerful Writing Structures - Adrienne Gear <p>Videos</p> <ul style="list-style-type: none"> • Jack Hartmann - Contractions Song • Scratch Garden - contractions 			<p>Grade Two - Conventions - Year Long</p> <p>Grade Two - Conventions - ALL</p> <p>Grade Two - Conventions - (Capitals and Punctuation)</p>

OI: Conventions: Learning Outcome: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

Understanding: Language has structures (grammar) that can help express ideas, thoughts, and emotions.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions), such as <i>under, with, before, and after</i>.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>	<p>Subject/Verb agreement: Subject- verb agreement involves using the right verb form for the noun that holds the subject position in your sentence. If the grammatical subject of your sentence is singular, you use a singular verb form; if it is plural, you use the plural verb form.</p> <p>Types of Sentences</p> <ul style="list-style-type: none"> ● Command (Imperative): A sentence that expresses a command; the subject is not always explicitly stated. <ul style="list-style-type: none"> ○ Ex. Come here immediately. ● Exclamation (Exclamative): A sentence that expresses a strong or sudden feeling. It ends with an exclamation point. <ul style="list-style-type: none"> ○ Ex I need help this minute! ● Question (Interrogative): A sentence that asks a question. It ends with a question mark. <ul style="list-style-type: none"> ○ Ex. Is Anthony coming? ● Statement (Declarative): A sentence that makes a statement. <ul style="list-style-type: none"> ○ Ex. The show starts at eight o'clock. <p>Pronouns: is a word that refers to either the people talking (“I” or “you”) or someone or something that is being talked about (like ‘she’, ‘it’, ‘them’, and ‘this’).</p> <p>Nouns: person, place or thing</p> <p>Verbs: action words</p> <p>Adverbs: describe the action</p> <p>Adjectives: describes the noun</p> <p>Prepositions: is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.</p> <p>Past/Present/Future Tense: verb used to show past, present, or future time of action or state.</p>	<p>After introducing concept:</p> <ul style="list-style-type: none"> ● Read aloud “<i>No, David</i>” with an emphasis on the exclamations marks. Then, read the book without an emphasis on the exclamations marks. Discuss the purpose of an exclamation mark in a sentence. ● Distribute decodable sentences, or sentences from the text that do not contain punctuation. Students work with partners to decide which type of punctuation belongs with each sentence. ● Read a passage or a page from any text (ex. “Mortimer” by Robert Munsch text) to students that have all pronouns replaced with the character’s names. Discuss how the passage sounds. As a class, replace the character’s name with the correct pronouns. <p>“One night Mortimer’s mother took Mortimer upstairs to go to bed - thump, thump, thump, thump, thump, thump. When Mortimer and mother got upstairs Mortimer’s mother opened the door to Mortimer’s room.”</p> ● Have students identify different parts of speech in your morning message. ● Watch a short clip from a well-known movie or show (with no sound). Students describe the characters and setting using adjectives and verbs. ● Go for a nature walk with a clipboard and piece of paper. Students find an object and use adjectives to describe the object. Students may be provided with a list of nature-themed adjectives. ● Play charades using adverbs. The teacher will give the students a certain verb, such as “walk”. The student who is acting, will have to add an adverb to their action. The other students guess adverbs based on the actions students are performing that verb (ex: slowly, quickly, sadly, angrily, painfully). ● Use sentences from a familiar text (a read aloud) and have students identify the subject in each sentence. For example: From the Book: <i>On the Trapline</i>: “Traplines are where people hunt animals and live off the land”... ● Show a sentence to students that contains incorrect verb tense (ex: Mortimer climb up the stairs). Students identify the incorrect verb and rewrite the sentence on their white board using the correct verb tense. ● While reading a read aloud or text passage containing pronouns, take time to link the pronoun back to the noun that it is replacing. During independent reading of reading passages, students could color code the pronouns to the nouns that they are replacing. ● Students complete a close passage that the teacher has put on the Smart Board. The suggest words to fill in the blanks; the teacher records all suggestions and leads a discussion about the appropriateness of each word suggested; e.g: “One spring day, Rahim _pull__pulled__pulling__ out his snowsuit, put it on and _go__going__went____ outside to make a snow fort.” ● Using the daily schedule, choose one ‘time’ preposition to focus on each week. Ex: We will have Literacy BEFORE Math today. Students write a sentence that matches the preposition being taught that week. ● For prepositions that can be physically acted out, students practice using their bodies to show the preposition word being taught. Students write a sentence using that preposition.

Resources	What do we assess? How do we assess?
<p><u>Teacher Resource</u></p> <p>Books:</p> <ul style="list-style-type: none"> • Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5, Jeff Anderson with Whitney LaRocca • Jennifer Serravallo: The Writing Strategies Book • Empowering Writers Barbara Mariconda- A Sentence A Day Subscription <p><u>Video</u></p> <ul style="list-style-type: none"> • The Preposition Song - Scratch Garden • The Wide Open World of Adjectives - The Bazillions • Parts of Speech for Kids: What is an adverb? • The Adverb Song- MC Grammar 	<p>Grade Two - Conventions - Year Long</p> <p>Grade Two - Conventions - ALL</p> <p>Grade Two - Conventions - (Parts of a Sentence)</p>

<p>OI: Conventions: Learning Outcome: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.</p>			
<p>Understanding: Spelling can be supported by recognizing patterns that occur within and across words.</p>			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
<p>Spelling patterns include</p> <ul style="list-style-type: none"> consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) vowel-consonant-consonant (VCC) (e.g., ill) vowel-vowel- consonant (VVC) (e.g., eel) dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> <p>Spelling patterns in one-syllable words include short and long vowel sounds.</p> <p>Some consonants are silent in some words (e.g., talk).</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high- frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Doubling: in a word with 1 syllable, double the final consonant ONLY if the word ends in 1 vowel + 1 consonant. In a word with 2 or more syllables, double the final consonant ONLY if the word ends in a 1 vowel + 1 consonant AND the final syllable is stressed.</p> <p>High Frequency words: appear most often in text vs. Sight Words - any word you cannot stop your brain from reading</p> <p>Syllables: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.</p> <p>Voiced and unvoiced: bought (gh) not voiced.</p>	<ul style="list-style-type: none"> When revising, students search for errors and use knowledge of common spelling patterns to correct spelling mistakes. <ul style="list-style-type: none"> Short vs. Long vowel sounds. Students check work to ensure that each syllable contains a vowel. Students use a high frequency word list and personal dictionaries to improve their work. Provide decodable passages that contain a specific spelling pattern and students highlight that spelling pattern. Students use letter tiles to build words that contain a specific spelling pattern. Students become “Sound Finders” - looking through favourite stories/rhymes for words that begin or end with certain letters or letter combinations. Students are self aware of how some consonants are silent - e.g. knot, castle, comb.
Resources			What do we assess? How do we assess?
<p>Teacher Resources</p> <ul style="list-style-type: none"> Resource: Words Their Way Resources: Secret Stories University of Florida Literacy Institute (UFLI) decodable passage Article - Teach “Sight Words” As You Would Other Words Article - A New Model for Teaching High Frequency Words Podcast - Amplify: Season 3, episode 5 Deconstructing the Rope: Sight recognition with Dr. Bruce McCandliss First 300 High Frequency Words (Learn Alberta) Consonant Doubling Spelling Pattern Sample Lesson Plan (Learn Alberta) Drop the <e> Spelling Pattern Sample Lesson Plan (Learn Alberta) <p>Videos</p> <ul style="list-style-type: none"> Silent E - Jack Hartman Spelling Rule Song: Drop the ‘e’ add ‘ing’ Spelling Rule Rap: Adding ‘ing’ or ‘ed’ Nessy Reading Strategy Using TCH or CH Sounds of TCH and CH Learn to Read 			<p>Grade Two - Conventions - Year Long</p> <p>Grade Two - Conventions - ALL</p> <p>Grade Two - Conventions - (Spelling)</p>

OI: Conventions: Learning Outcome: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

Understanding: Spelling strategies and supports can be used to help communicate messages.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars				
<p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>	<p>Syllables: a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants.</p> <p>Vowels: letters that represent speed sounds where air leaves the mouth without any blockage by the tongue, lips, or throat.</p> <p>Digital: electronically delivered activities or lessons.</p> <p>Non-digital: non-electronically delivered activities or lessons.</p> <p>Dictionary: reference book in alphabetical order.</p> <p>Environmental Print: the print of everyday life (ex. Street signs, candy wrappers, store signs).</p> <p>Visualization: the formation of mental visual images.</p>	<ul style="list-style-type: none"> Students segment sounds to spell words independently. During writing, students use word wall, sound wall, dictionaries and environmental print to assist with spelling. Students write two spellings of a word and identify which looks correct. After reviewing student work, the teacher notices a number of students are struggling with similar spelling errors. Teacher pulls students in a small group to reteach sound concepts. Students write two spellings of a word and identify which looks correct. Students can group words according to word families, letter patterns, or rhyming words. <table border="1" data-bbox="1569 756 2237 987"> <thead> <tr> <th data-bbox="1569 756 1902 822">Double Letters</th> <th data-bbox="1902 756 2237 822">"Ing" Endings</th> </tr> </thead> <tbody> <tr> <td data-bbox="1569 822 1902 987"> Little Tattle Pool </td> <td data-bbox="1902 822 2237 987"> Walking Closing Talking Growing </td> </tr> </tbody> </table>	Double Letters	"Ing" Endings	Little Tattle Pool	Walking Closing Talking Growing
Double Letters	"Ing" Endings						
Little Tattle Pool	Walking Closing Talking Growing						

Resources	What do we assess? How do we assess?
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<p>Teacher Resources</p> <ul style="list-style-type: none"> Resource: Secret Stories Spelling: In Practice Reading Rockets <p>Games</p> <ul style="list-style-type: none"> Turtle Diary: Word Ladders 	<p>Grade Two - Conventions - Year Long</p> <p>Grade Two - Conventions - ALL</p> <p>Grade Two Conventions Understanding 4</p>
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