

Grade 2 ELAL Curriculum (2022) - Sample Year-at-a-Glance

English Language Arts and Literature Curriculum (*English Language Arts & Literature Subject Introduction* - <https://curriculum.learnalberta.ca/printable-curriculum/en/home>)

What Is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Language, Literacy, and Literature

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience. Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures. Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews. As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice. The English language arts and literature curriculum provides solid foundations in language, literacy, and literature that will support Alberta's students in achieving personal and academic goals. Students will engage in formal and informal exchanges, demonstrating respect, humility, and responsibility as they seek to understand and be understood. By thinking critically, managing information ethically, and sharing ideas effectively, students will be able to adapt to changing conditions, persevere through challenges, and find creative solutions. As confident and competent communicators, Alberta's students will be better prepared to achieve successful and fulfilling lives while making meaningful contributions to their communities and the world.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Text Forms and Structure: 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: 2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.					
Understanding: 2T1.1 Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 (non-fiction).</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</p>	<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>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 (non-fiction).</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</p>	<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>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 (non-fiction).</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</p>	<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>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
structure, including		structure, including		structure, including	
<ul style="list-style-type: none"> beginning problem solution ending 		<ul style="list-style-type: none"> beginning problem solution ending 		<ul style="list-style-type: none"> beginning problem solution ending 	
Learning Outcome: 2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.					
Understanding: 2T1.2 Messages can be organized, clarified, and enhanced using features.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.	Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.	Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.					
Understanding: 2T1.3 Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>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>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>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>

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A narrator can provide information about characters, setting, and events in a story.		A narrator can provide information about characters, setting, and events in a story.		A narrator can provide information about characters, setting, and events in a story.	
Learning Outcome: 2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.					
Understanding: 2T1.4 Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.					
Understanding: 2T1.5 Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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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: 201 Students examine and adjust listening and speaking to communicate effectively.					
Understanding: 201.1 Oral traditions use language to support ways of knowing.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 behaviour 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 	<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>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 behaviour 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 	<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>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 behaviour 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 	<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>

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speaking		speaking		speaking	
Learning Outcome: 2O1 Students examine and adjust listening and speaking to communicate effectively.					
Understanding: 2O1.2 Listening and speaking skills can be developed to improve communication and enhance confidence.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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Learning Outcome: 2O1 Students examine and adjust listening and speaking to communicate effectively.					
Understanding: 2O1.3 Listening helps to develop and maintain positive relationships in a variety of situations.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 2O1 Students examine and adjust listening and speaking to communicate effectively.					
Understanding: 2O1.4 Verbal and non-verbal language can be combined to enhance messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 non-verbal</p>	<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 non-verbal</p>	<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 non-verbal</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	language according to purpose and audience.		language according to purpose and audience.		language according to purpose and audience.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 2V1 Students build vocabulary by connecting morphemes and words to their meanings.					
Understanding: 2V1.1 Vocabulary development contributes to the ability to communicate effectively.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Examine meanings of words in a variety of situations.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p>	<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>Examine meanings of words in a variety of situations.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p>	<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>Examine meanings of words in a variety of situations.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p>

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<p>Words can create effects in language, including</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition 	<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>Words can create effects in language, including</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition 	<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>Words can create effects in language, including</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition 	<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>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p>	<p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>	<p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p>	<p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>	<p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p>	<p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>
<p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p>	<p>Examine homophones and homographs.</p>	<p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p>	<p>Examine homophones and homographs.</p>	<p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p>	<p>Examine homophones and homographs.</p>
<p>Homophones are words that have the same sound but different spellings and meanings.</p>		<p>Homophones are words that have the same sound but different spellings and meanings.</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>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>		<p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>	

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 2V1 Students build vocabulary by connecting morphemes and words to their meanings.					
Understanding: 2V1.2 Morphemes can change the meaning of a word.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 2PA1 Students apply understandings of how sounds create meaning in oral language.					
Understanding: 2PA1.1 Words can be separated (segmented) into syllables or sounds (phonemes).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Consonant blends can be separated into their individual sounds.	Segment sounds in words that have five or more phonemes.	Consonant blends can be separated into their individual sounds.	Segment sounds in words that have five or more phonemes.	Consonant blends can be separated into their individual sounds.	Segment sounds in words that have five or more phonemes.
Consonant blends can be located anywhere in words.	Identify phonemes in words that have three or more syllables.	Consonant blends can be located anywhere in words.	Identify phonemes in words that have three or more syllables.	Consonant blends can be located anywhere in words.	Identify phonemes in words that have three or more syllables.
	Segment sounds in words that have consonant blends.		Segment sounds in words that have consonant blends.		Segment sounds in words that have consonant blends.
Learning Outcome: 2PA1 Students apply understandings of how sounds create meaning in oral language.					
Understanding: 2PA1.2 Syllables and individual sounds can be blended into a sequence to form words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Blending is combining sounds or word parts located anywhere in words.	Blend sounds in words that have up to six phonemes.	Blending is combining sounds or word parts located anywhere in words.	Blend sounds in words that have up to six phonemes.	Blending is combining sounds or word parts located anywhere in words.	Blend sounds in words that have up to six phonemes.
Consonant blends are two or more consonants that appear together in a word and represent sounds that	Blend sounds in words that have consonant blends.	Consonant blends are two or more consonants that appear together in a word and represent sounds that	Blend sounds in words that have consonant blends.	Consonant blends are two or more consonants that appear together in a word and represent sounds that	Blend sounds in words that have consonant blends.

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are combined smoothly. Individual sounds and consonant blends can be blended into a sequence to form words.		are combined smoothly. Individual sounds and consonant blends can be blended into a sequence to form words.		are combined smoothly. Individual sounds and consonant blends can be blended into a sequence to form words.	
Learning Outcome: 2PA1 Students apply understandings of how sounds create meaning in oral language.					
Understanding: 2PA1.3 Words can be changed by manipulating sounds (phonemes).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Sounds can be manipulated by adding, deleting, or substituting different sounds. Sounds can be manipulated at the beginning, middle, or ending of words.	Manipulate phonemes in a variety of one-syllable or multisyllabic words. Delete phonemes in a consonant blend to form a new word. Substitute phonemes in a consonant blend to form a new word. Substitute a sound anywhere in a word to form a new word.	Sounds can be manipulated by adding, deleting, or substituting different sounds. Sounds can be manipulated at the beginning, middle, or ending of words.	Manipulate phonemes in a variety of one-syllable or multisyllabic words. Delete phonemes in a consonant blend to form a new word. Substitute phonemes in a consonant blend to form a new word. Substitute a sound anywhere in a word to form a new word.	Sounds can be manipulated by adding, deleting, or substituting different sounds. Sounds can be manipulated at the beginning, middle, or ending of words.	Manipulate phonemes in a variety of one-syllable or multisyllabic words. Delete phonemes in a consonant blend to form a new word. Substitute phonemes in a consonant blend to form a new word. Substitute a sound anywhere in a word to form a new word.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 2P1 Students apply understandings of letter combinations and sounds in words.					
Understanding: 2P1.1 Relationships between letter combinations and sounds support understanding of words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Make connections between a full range of letter combinations and sounds.</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>Apply knowledge of silent letters when learning new words.</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>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>Make connections between a full range of letter combinations and sounds.</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>Apply knowledge of silent letters when learning new words.</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>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>Make connections between a full range of letter combinations and sounds.</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>Apply knowledge of silent letters when learning new words.</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>

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A vowel that is followed by <r> can make a new sound (e.g., ti-ger).		A vowel that is followed by <r> can make a new sound (e.g., ti-ger).		A vowel that is followed by <r> can make a new sound (e.g., ti-ger).	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 2F1 Students apply fluency strategies while reading.					
Understanding: 2F1.1 Fluency development contributes to the ability to understand messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 2F1 Students apply fluency strategies while reading.					
Understanding: 2F1.2 Recognizing high-frequency words supports reading comprehension.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 2F1 Students apply fluency strategies while reading.					
Understanding: 2F1.3 Fluent reading can engage audiences and improve comprehension.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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</p>	<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</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</p>	<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</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</p>

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together into meaningful phrases with punctuation.	understanding.	together into meaningful phrases with punctuation.	understanding.	together into meaningful phrases with punctuation.	understanding.
Expression is reading with feeling in the voice and includes various movements of the voice (pitch).		Expression is reading with feeling in the voice and includes various movements of the voice (pitch).		Expression is reading with feeling in the voice and includes various movements of the voice (pitch).	
Punctuation supports reading with fluency through pausing and intonation.		Punctuation supports reading with fluency through pausing and intonation.		Punctuation supports reading with fluency through pausing and intonation.	
Quotation marks signal to the reader to align voice with characters in a written message.		Quotation marks signal to the reader to align voice with characters in a written message.		Quotation marks signal to the reader to align voice with characters in a written message.	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question: How does comprehension facilitate the meaning of a text?					
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.1 Text comprehension can be enhanced by listening to a variety of texts read aloud.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Texts that are listened to can contain more complex language and information than texts read	Listen and respond to a variety of fictional and informational texts that are	Texts that are listened to can contain more complex language and information than texts read	Listen and respond to a variety of fictional and informational texts that are	Texts that are listened to can contain more complex language and information than texts read	Listen and respond to a variety of fictional and informational texts that are

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independently. Responses to texts that are listened to include <ul style="list-style-type: none"> discussions visual representations writing 	read aloud. Examine and use words and phrases from texts that have been read aloud.	independently. Responses to texts that are listened to include <ul style="list-style-type: none"> discussions visual representations writing 	read aloud. Examine and use words and phrases from texts that have been read aloud.	independently. Responses to texts that are listened to include <ul style="list-style-type: none"> discussions visual representations writing 	read aloud. Examine and use words and phrases from texts that have been read aloud.
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.2 Print texts can be understood independently.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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 that have been read independently. Interpret ideas and information from print texts read independently.	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 that have been read independently. Interpret ideas and information from print texts read independently.	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 that have been read independently. Interpret ideas and information from print texts read independently.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.3 Comprehension of print texts involves self-monitoring and self-correcting.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.4 Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

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	Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.		Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.		Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.5 The process of text comprehension can be improved by making connections.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> similarities and differences within a text similarities and differences between texts 	Share personal connections that support understandings of ideas or information in texts. Identify similarities and differences within a text. Identify similarities and differences between texts.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> similarities and differences within a text similarities and differences between texts 	Share personal connections that support understandings of ideas or information in texts. Identify similarities and differences within a text. Identify similarities and differences between texts.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> similarities and differences within a text similarities and differences between texts 	Share personal connections that support understandings of ideas or information in texts. Identify similarities and differences within a text. Identify similarities and differences between texts.
Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.					
Understanding: 2CP1.6 Comprehension can be enhanced by formulating questions and searching for answers within texts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Questioning includes asking or answering questions	Ask questions to clarify information in texts.	Questioning includes asking or answering questions	Ask questions to clarify information in texts.	Questioning includes asking or answering questions	Ask questions to clarify information in texts.

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<p>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>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>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>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>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>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>Learning Outcome: 2CP1 Students examine and apply a variety of processes to comprehend texts.</p>					
<p>Understanding: 2CP1.7 Comprehension can be supported by making and revising predictions.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> title pictures evidence background 	<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>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> title pictures evidence background 	<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>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> title pictures evidence background 	<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>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
knowledge		knowledge		knowledge	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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: 2W1 Students create and enhance ideas and information by applying a variety of writing processes.					
Understanding: 2W1.1 Writing can provide opportunities to share thoughts and ideas in meaningful ways.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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</p>	<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</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</p>	<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</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</p>

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create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	logical sequence to create written messages. Edit written work for spelling, grammar, and punctuation. Incorporate images or features to enhance written messages. Share written messages with others.	create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	logical sequence to create written messages. Edit written work for spelling, grammar, and punctuation. Incorporate images or features to enhance written messages. Share written messages with others.	create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	logical sequence to create written messages. Edit written work for spelling, grammar, and punctuation. Incorporate images or features to enhance written messages. Share written messages with others.
Learning Outcome: 2W1 Students investigate the ways ideas and information conveyed in writing can be enhanced.					
Understanding: 2W1.2 Creative thinking can influence expression of thoughts and emotions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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</p>	<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</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</p>	<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</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</p>

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by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).	detail to writing. Include sensory language to enhance ideas in creative writing. Use punctuation to enhance written messages.	by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).	detail to writing. Include sensory language to enhance ideas in creative writing. Use punctuation to enhance written messages.	by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).	detail to writing. Include sensory language to enhance ideas in creative writing. Use punctuation to enhance written messages.
Learning Outcome: 2W1 Students investigate the ways ideas and information conveyed in writing can be enhanced.					
Understanding: 2W1.3 Research processes can be used to learn new things or build on what is already known.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	Ask questions to focus research topics. Gather factual information on topics from various sources. Use organizational tools to record or categorize information. Record factual information through messages that include images, words, and sentences.	Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	Ask questions to focus research topics. Gather factual information on topics from various sources. Use organizational tools to record or categorize information. Record factual information through messages that include images, words, and sentences.	Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	Ask questions to focus research topics. Gather factual information on topics from various sources. Use organizational tools to record or categorize information. Record factual information through messages that include images, words, and sentences.

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Learning Outcome: 2W1 Students investigate the ways ideas and information conveyed in writing can be enhanced.					
Understanding: 2W1.4 The method or tool used to present written works can enhance the clarity of a message.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	Print with appropriate size, formation, and spacing to enhance the clarity of a message. Locate a variety of keys on a keyboard to type messages.	Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	Print with appropriate size, formation, and spacing to enhance the clarity of a message. Locate a variety of keys on a keyboard to type messages.	Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	Print with appropriate size, formation, and spacing to enhance the clarity of a message. Locate a variety of keys on a keyboard to type messages.

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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: 2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.					
Understanding: 2CV1.1 Capitalization and punctuation can make messages more clear.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Capitalization is used for titles. A proper noun names a specific person or place and	Capitalize the first word of a sentence. Capitalize names of people and places.	Capitalization is used for titles. A proper noun names a specific person or place and	Capitalize the first word of a sentence. Capitalize names of people and places.	Capitalization is used for titles. A proper noun names a specific person or place and	Capitalize the first word of a sentence. Capitalize names of people and places.

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begins with a capital letter. Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.	begins with a capital letter. Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.	begins with a capital letter. Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.
Learning Outcome: 2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.					
Understanding: 2CV1.2 Language has structures (grammar) that can help express ideas, thoughts, and emotions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). A pronoun can be used in place of a noun. An adjective is a word that describes a noun. An adverb is a word that describes a verb. The subject of a sentence tells whom or what the sentence is about. The subject and the verb in	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences.	A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). A pronoun can be used in place of a noun. An adjective is a word that describes a noun. An adverb is a word that describes a verb. The subject of a sentence tells whom or what the sentence is about. The subject and the verb in	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences.	A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). A pronoun can be used in place of a noun. An adjective is a word that describes a noun. An adverb is a word that describes a verb. The subject of a sentence tells whom or what the sentence is about. The subject and the verb in	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences.

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a sentence must agree, with both being either singular or plural (subject-verb agreement). Some words can be used with other words to show time or place (prepositions), such as <i>under, with, before, and after</i> .	Recognize and use prepositions in sentences to show time and place.	a sentence must agree, with both being either singular or plural (subject-verb agreement). Some words can be used with other words to show time or place (prepositions), such as <i>under, with, before, and after</i> .	Recognize and use prepositions in sentences to show time and place.	a sentence must agree, with both being either singular or plural (subject-verb agreement). Some words can be used with other words to show time or place (prepositions), such as <i>under, with, before, and after</i> .	Recognize and use prepositions in sentences to show time and place.
Learning Outcome: 2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.					
Understanding: 2CV1.3 Spelling can be supported by recognizing patterns that occur within and across words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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>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</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>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</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>

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short and long vowel sounds.		short and long vowel sounds.		short and long vowel sounds.	
Some consonants are silent in some words (e.g., ta/k).		Some consonants are silent in some words (e.g., ta/k).		Some consonants are silent in some words (e.g., ta/k).	
Learning Outcome: 2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.					
Understanding: 2CV1.4 Spelling strategies and supports can be used to help communicate messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>