English Language Arts

Grade 2

Government of Newfoundland and Labrador
Department of Education

A Curriculum Guide

2014

Department of Education
Mission Statement

By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

Table of Contents

Acknowledgments

Section One

Introduction

There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

Key Stage Learning Outcomes
(met by end of grades 3,6,9 and 12)

Specific Curriculum Outcomes
(met within each grade level and subject area)
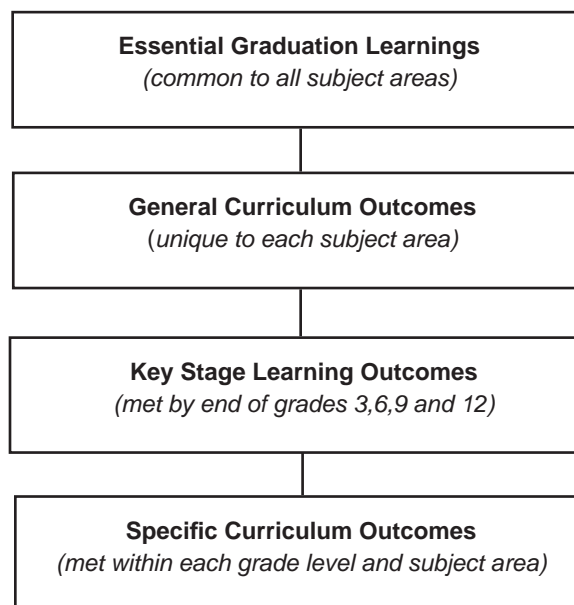
Essential Graduation Learnings

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.
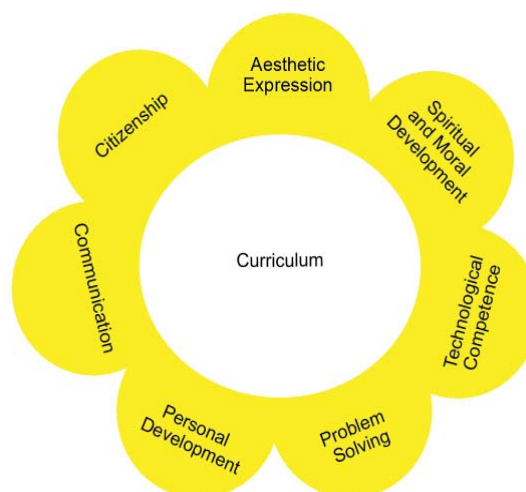
Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication - Graduates will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols.

Problem Solving - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

EGLs to Curriculum Guides
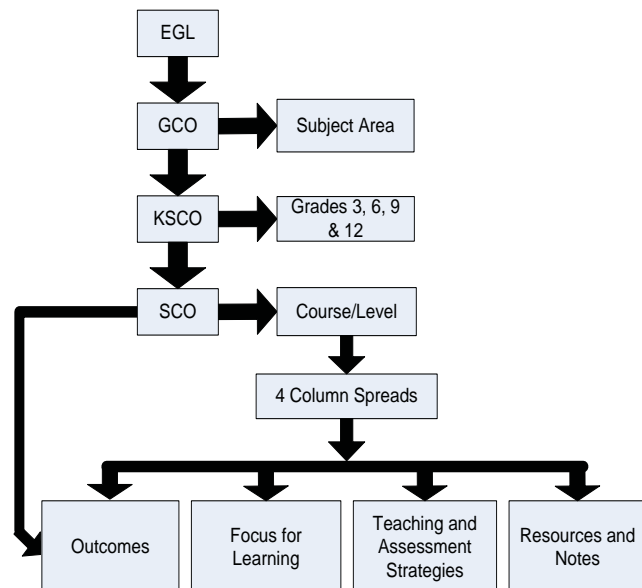
Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time, so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.

attend to learning preferences

recognize students' diverse learning styles

promote varied and flexible assessment

Inclusive Classrooms

provide varied avenues and entry points to learning

utilize multiple resources
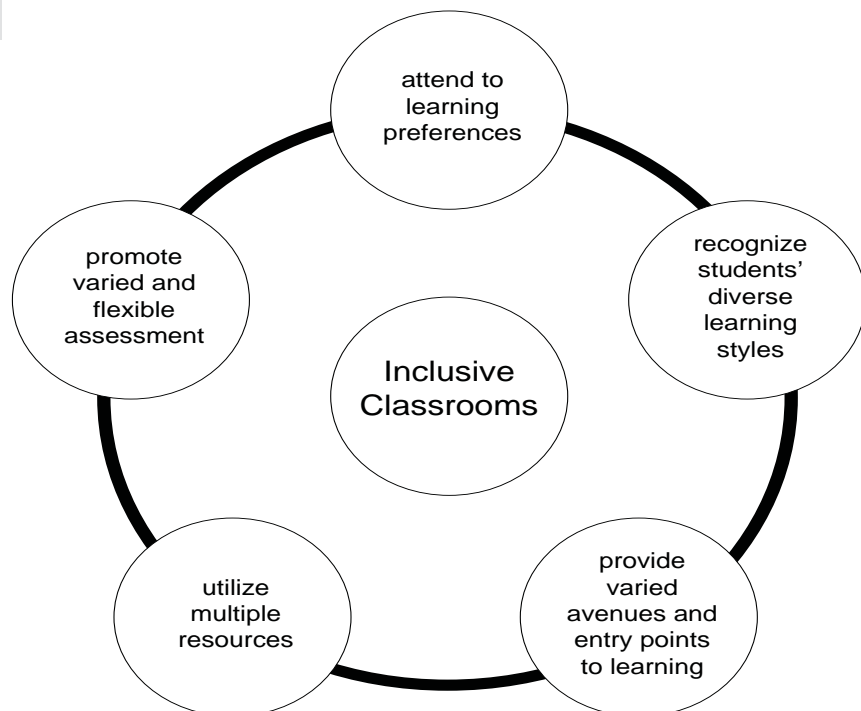
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning.- Carol Ann Tomlinson

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and res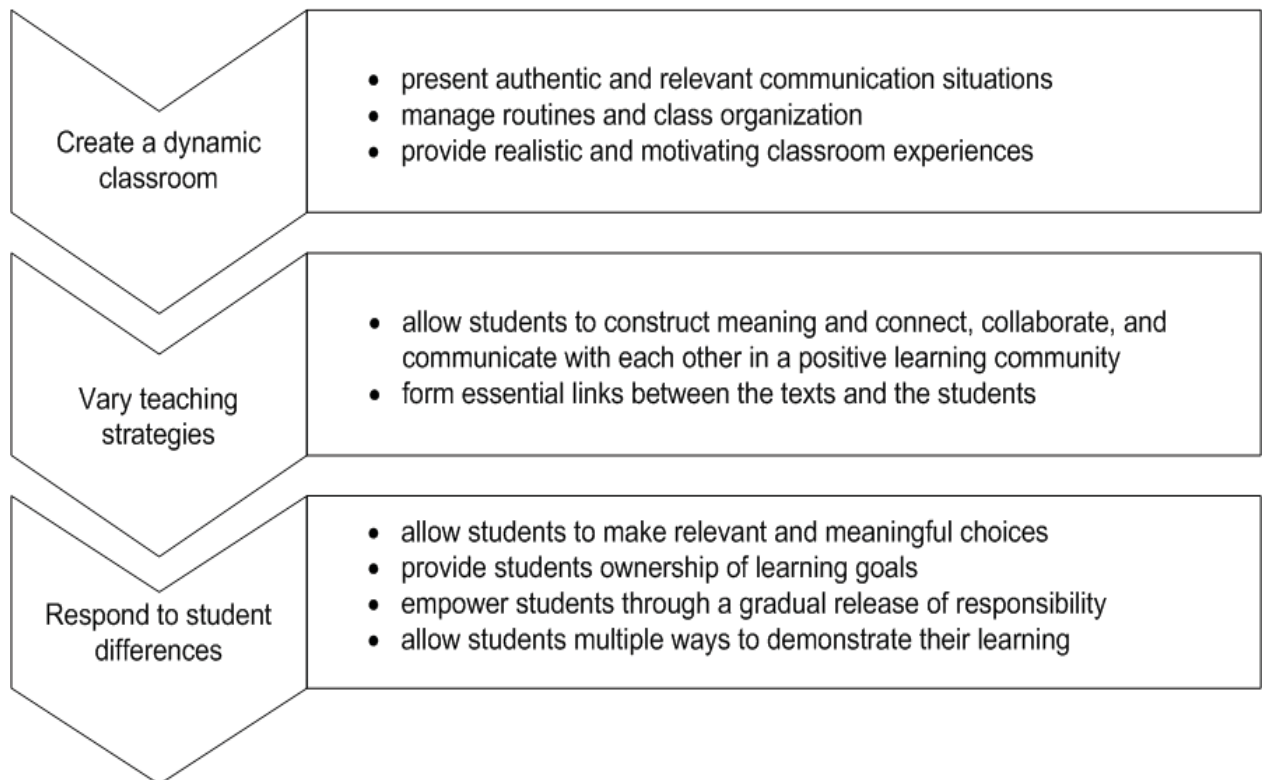ponsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...

Create a dynamic classroom
- present authentic and relevant communication situations
- manage routines and class organization
- provide realistic and motivating classroom experiences

Vary teaching strategies
- allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community
- form essential links between the texts and the students

Respond to student differences
- allow students to make relevant and meaningful choices
- provide students ownership of learning goals
- empower students through a gradual release of responsibility
- allow students multiple ways to demonstrate their learning

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students With Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include:

- accommodations
- modified prescribed courses
- alternate courses
- alternate programs
- alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students Who are Highly Able
* *includes gifted and talented*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:
- the offer of independent study to increase depth of exploration in an area of particular interest
- the use of curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge
- the use of similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model
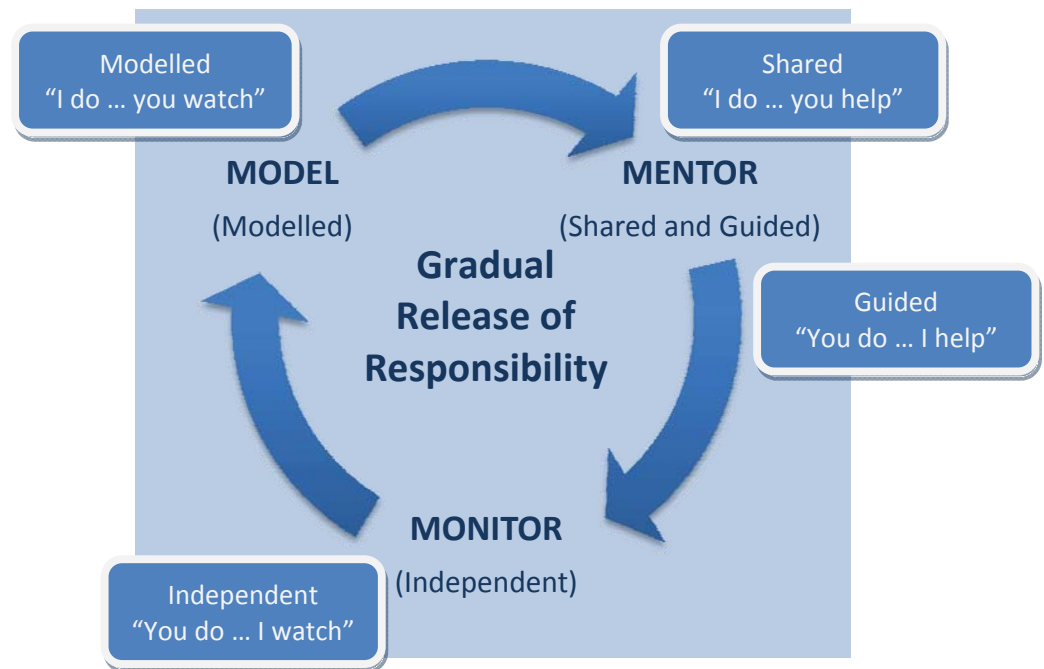
Literacy

UNESCO has proposed an operational definition which states, "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. - The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13

Literacy is:
- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:
- analyze critically and solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information presented in a variety of ways including, but not limited to:

• Books	• Documentaries	• Speeches
• Poems	• Movies	• Podcasts
• Songs	• Music videos	• Plays
• Video games	• Advertisements	• Webpages
• Magazine articles	• Blogs	• Online databases

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – students are able to read, view, and understand texts without assistance
- Instructional level – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

Learning and Innovation Skills

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

Literacy

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

Life and Career Skills

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas . A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
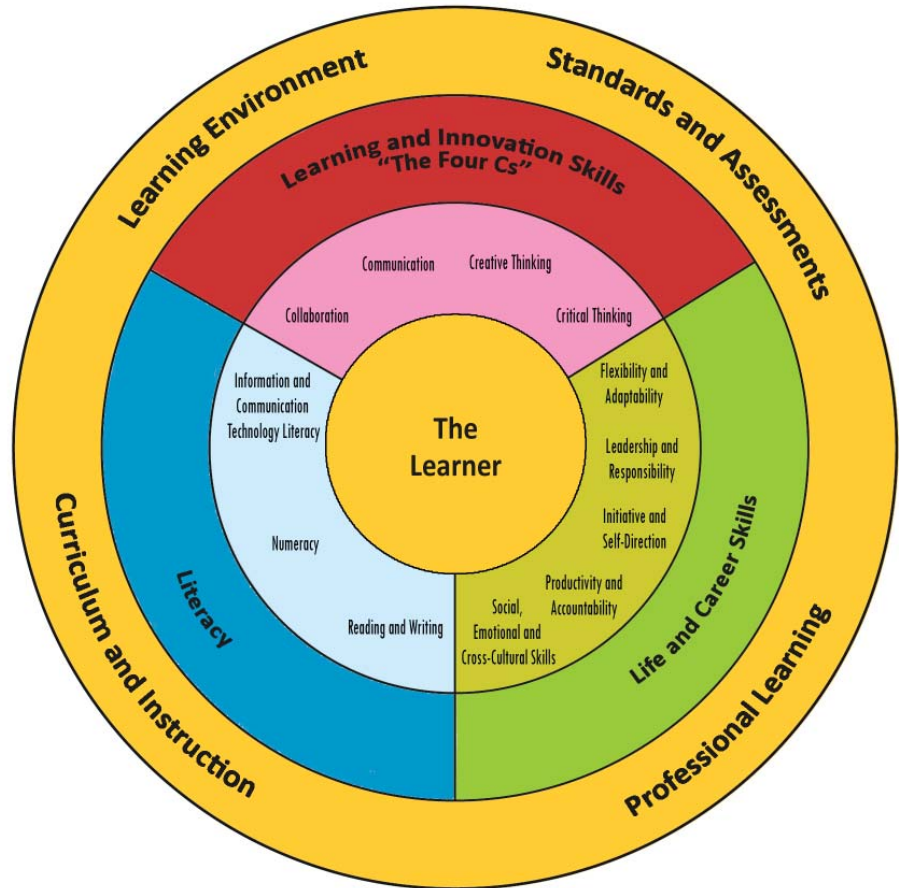
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Our Common Future, 43).

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, *The Power of Sustainable Thinking*; Peter Senge et al., *The Necessary Revolution*
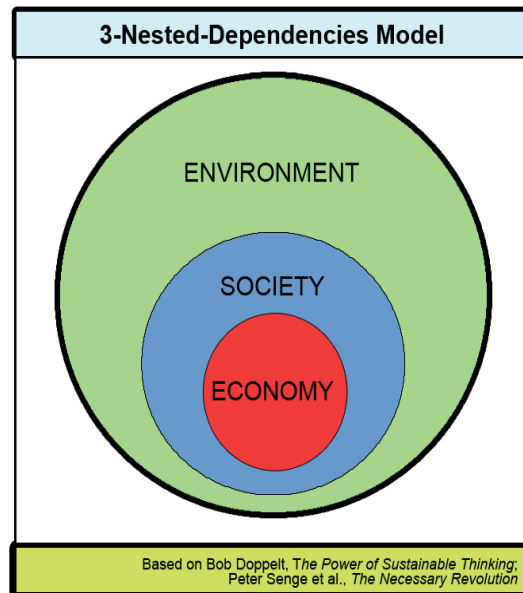
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:
1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:
- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do

2. Assessment as Learning

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/ guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather

than asking teachers, "What do you want?", students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

Types of Assessment Tools:

- Anecdotal Records
- Audio/video clips
- Case Studies
- Checklists
- Conferences
- Debates
- Demonstrations
- Documentation using photographs

- Exemplars
- Graphic Organizers
- Journals
- Literacy Profiles
- Observations
- Podcasts
- Portfolio
- Presentations

- Projects
- Questioning
- Quizzes
- Role Play
- Rubrics
- Self Assessments
- Tests
- Wikis

Assessment Guidelines

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

Section Two

English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':
- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English Language Arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write and represent will support the development of lifelong literacy learning.

Curriculum Outcomes Framework

Below are the key stage 3 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades, the key stage outcomes summarize students' expected achievement at the end of each key stage. The specific curriculum outcomes for Grade 2 are presented in each strand overview, beginning on page 29.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	• describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas • ask and respond to questions to clarify information and to explore possibilities or solutions to problems • express and explain opinions and respond to the questions and reactions of others • listen critically to others' ideas and opinions
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	• participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen • adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion • give and follow instructions and respond to questions and directions • engage in and respond to a variety of oral presentations and other texts
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	• use basic courtesies and conventions of conversation in group work and co-operative play • identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people • demonstrate a growing awareness that different kinds of language are appropriate to different situations
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	• select, independently and with teacher assistance, texts appropriate to their interests and learning needs • read widely and experience a variety of children's literature • use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information • use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning • describe their own reading and viewing processes and strategies

	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	• answer, with assistance, their questions and those of others by seeking information from a variety of texts
		  - identify their own personal and learning needs for information
		  - generate their own questions as a guide for research
		  - use a range of print and non-print materials to meet their needs
		  - use basic reference materials and a database or electronic search
		  - reflect on their own research process

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	• make personal connections to texts and describe, share, and discuss their reactions and emotions • express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	• question information presented in print and visual texts
		  - use a personal knowledge base as a frame of reference
		• identify some different types of print and media texts
		  - recognize some of their language conventions and text characteristics
		  - recognize that these conventions and characteristics help them understand what they read and view
		• respond critically to texts
		  - formulate questions as well as understandings
		  - identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed
		  - discuss the text from the perspectives of their own realities and experiences
		  - identify instances of prejudice, bias, and stereotyping

Writing and Representing	8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	• use writing and other forms of representation to
		  - formulate questions
		  - generate and organize language and ideas
		  - discover and express personal attitudes and opinions
		  - express feelings and imaginative ideas
		  - record experiences
		  - explore how and what they learn
		• explore, with assistance, ways for making their own notes
		• experiment with language choices in imaginative writing and other ways of representing

	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	• create written and media texts using a variety of forms
		  - experiment with the combination of writing with other media to increase the impact of their presentations
		• demonstrate some awareness of purpose and audience
		  - make choices about form for a specific purpose/audience
		• consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning

Strand	General Curriculum Outcomes	Key Stage Outcomes
Writing and Representing	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	• experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies • use some conventions of written language • experiment with technology in writing and other forms of representing • demonstrate engagement with the creation of pieces of writing and other representations • select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

Primary English Language Arts

The Primary English Language Arts curriculum recognizes the developmental nature of young learners as they acquire literacy skills. The curriculum encourages growth in student language development through participation in authentic language experiences. Students in primary English language arts:

- are supported on the continuum for language learning in their stage of development
- create imaginative representations
- develop language skills with an emphasis on oral language
- interact and engage with a variety of texts daily
- learn how to view, think, and respond critically to texts encountered
- learn to speak, listen, read, view, write, and represent from an integrated teaching style
- use the four cueing systems to develop proficient reading and writing skills
- use the processes of thinking: predicting, sequencing, synthesizing, self-monitoring, analyzing, evaluating, inferring, and making connections

Suggested Yearly Plan

Given the range of developmental levels in a grade two classroom, it is necessary to establish classroom structures and routines at the beginning of the school year which will enable a productive and engaging learning environment for the entire year.

An effective plan for an English language Arts program incorporates a variety of tasks which support greater independence in student learning over time. There is a focus on all modes of communication - speaking and listening, reading and viewing, and writing and representing.

In order to optimize literacy learning it is recommended that teachers, with the help of administrators, schedule a block of time (approximately 70-90 minutes a day), referred to as a Literacy Block, where interruptions are minimal. This time is not strictly allocated for English language arts. Instead, it will integrate literacy learning in other suject areas. Although all aspects of literacy are integrated, this approach allows time for explicit instruction, time for students to apply newly learned skills, time for teachers to support students as they practice, and time for appropriate assessment and feedback. It should also include a time for the teacher to check the status of the class, to determine where students are in their work, and set directions for the remainder of the block. The Literacy Block includes routines, established early in the year, which clearly indicate to students procedures to follow for instruction, guided learning, independent practice, group work, conferences with other students and the teacher, etc. Routines, once established will provide opportunities for the teacher to work with a small group or an individual while the remainder of the class engages in purposeful learning in English language arts. It is important to include a variety of print and digital texts in classroom libraries that interest students at their appropriate reading levels. As routines become established, teachers regularly conference with students to offer meaningful feedback on both the successes they are experiencing, as well as to provide specific direction on how to improve in a particular area. This learning structure encourages students to work at their own pace while taking a greater responsibility for their own learning.

Literacy Block (Reader's Workshop/Writer's Workshop)			
Organization and Time	**Teaching and Learning Context**		
Whole Group (10-20 minutes)	• Read Aloud/Mini-lesson - The teacher demonstrates while thinking the process ahead (Reader's Workshop) • Modelled Writing/Mini-lesson (Writer's Workshop) • Shared Reading/Writing - The teacher provides direction and invites students to participate (Note: Purposeful talk, language, and word study is integrated into all approaches)		
	Status of the Class - quick overview of student activity for next 50-60 minutes		
Small Group and Individual (50-60 minutes)	**Teacher**	**Students**	
	Guided Reading/ Guided Writing - teacher scaffolds instruction and provides support	Independent Reading or Independent Writing - students work independently and the teacher offers support only as necessary	
	Conferencing	Follow-up Activities	Reading and Responding to Text	Personal Reading/ Writing
Whole Group (10-20 minutes)	Group Sharing Time		

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

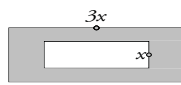Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES

Outcomes	Focus for Learning
Students will be expected to 1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.

Sample Performance Indicator

- The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

(i) Ask students to write an expression for the missing dimensions of each rectangle.

(ii) Ask students to determine the area of the walkway.

SPECIFIC CURRICULUM OUTCOMES

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions.

Teachers may

- ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- model division of polynomials and determine the quotient
  (i) $(6x^2 + 12x - 3) \div 3$
  (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible

Teachers may

- discuss why there are so many different possible dimensions.

Extension

Students may

- determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.

Resources and Notes

Authorized

Math Makes Sense 9

Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant

Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial

ProGuide: pp. 35-42, 43-51

CD-ROM: Master 5.23, 5.24

See It Videos and Animations:

Multiplying and Dividing a Polynomial by a Constant, Dividing

Multiplying and Dividing a Polynomial by a Monomial, Dividing

SB: pp. 241-248, 249-257

PB: pp. 206-213, 214-219

Resources Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment
This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.

Outcomes Framework

GCO 1 Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	GCO 2 Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	GCO 3 Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose. — GCOs

- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation — KSCOs

1.1 reflect upon the contribution of others' ideas during discussion
1.2 ask questions to probe for accuracy, relevancy and validity
1.3 respond to questions to provide accuracy, relevancy and validity
1.4 express a point of view and support it with personal examples and evidence from various sources
1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

2.1 apply a range of strategies that contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions [7,8,9]
2.3 use strategies and behaviours associated with effective speaking

3.1 demonstrate active speaking and listening skills [7,8]
3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others [7,8,9]
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in spoken language [7,8]
3.4 examine how spoken language can be used to influence and manipulate — SCOs

Previous | Current | Next

SCOs Continuum

The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

GCO →

SCOs →

GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.		
Grade 7	Grade 8	Grade 9
8.1 experiment with a variety of strategies as language learners		
8.2 experiment with writing and representing to extend, explore and reflect on ideas	8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes	
8.3 identify strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners	
8.4 experiment with stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)

Section Three: Speaking and Listening

Focus

Speaking & Listening

Thinking

Thinking

Making Meaning

Reading & Viewing

Thinking

Writing & Representing

Students speak and listen to express themselves and communicate ideas through oral language. "Talk is the bridge that helps students make connections between what they know and what they are coming to know." (Booth, 1994) To make meaning through oral language students must:

- activate prior knowledge, ideas and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas and beliefs

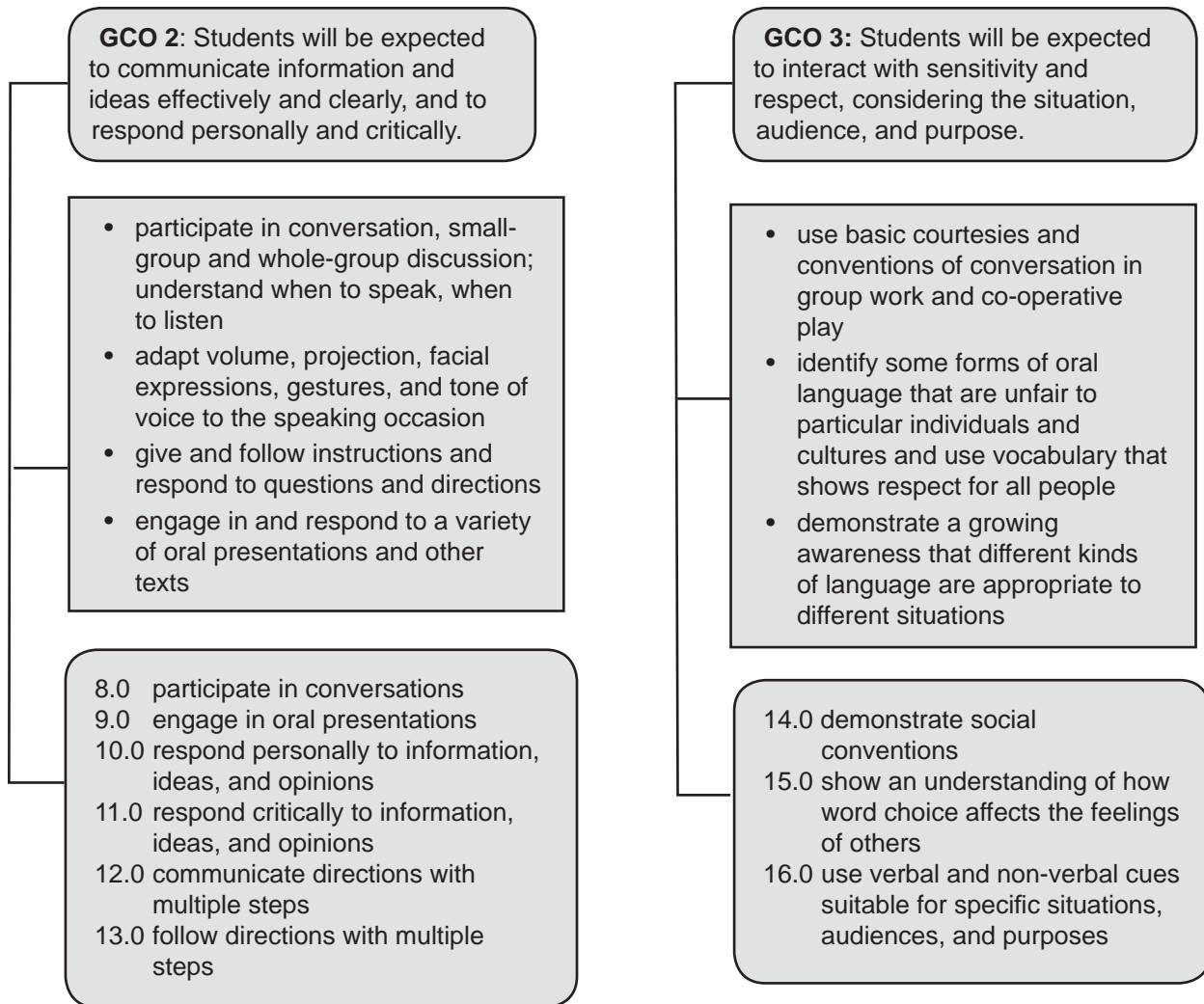Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read or view and what they create through speaking, writing and representing. The triple Venn diagram represents the interconnectedness among these processes and making meaning.

Outcomes Framework

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- express and explain opinions and respond to the questions and reactions of others
- listen critically to others' ideas and opinions

1.0 describe personal experiences orally
2.0 listen in a variety of situations for different purposes
3.0 ask questions to seek more information
4.0 respond to questions to clarify information
5.0 retell events and familiar stories in sequence
6.0 use aspects of language
7.0 reflect upon a variety of oral texts

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen
- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to a variety of oral presentations and other texts

8.0   participate in conversations
9.0   engage in oral presentations
10.0 respond personally to information, ideas, and opinions
11.0 respond critically to information, ideas, and opinions
12.0 communicate directions with multiple steps
13.0 follow directions with multiple steps

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- use basic courtesies and conventions of conversation in group work and co-operative play
- identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- demonstrate a growing awareness that different kinds of language are appropriate to different situations

14.0 demonstrate social conventions
15.0 show an understanding of how word choice affects the feelings of others
16.0 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes

SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade. Outcomes for Grade 3 are not listed below since they are currently under revision for a new implementation in 2015-2016.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.

Grade 1	Grade 2
1.1 describe personal experiences orally	1.0 describe personal experiences orally
1.2 listen respectfully to experiences and feelings shared by others	2.0 listen in a variety of situations for different purposes
1.3 use questioning to seek more information	3.0 ask questions to seek more information
1.4 respond to questions that seek clarification	4.0 respond to questions to clarify information
1.5 retell events and familiar stories in sequence with emphasis on beginning, middle, and end	5.0 retell events and familiar stories in sequence
1.6 use aspects of oral language	6.0 use aspects of language
1.7 listen to acquire information	7.0 reflect upon a variety of oral texts

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Grade 1	Grade 2
2.1 participate in conversations	8.0 participate in conversations
2.2 communicate directions with more than two steps	9.0 engage in oral presentations
2.3 follow directions with more than two steps	10.0 respond personally to information, ideas, and opinions
2.4 present orally	11.0 respond critically to information, ideas, and opinions
2.5 respond critically to information and ideas	12.0 communicate directions with multiple steps
	13.0 follow directions with multiple steps

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Grade 1	Grade 2
3.1 demonstrate social conventions with others	14.0 demonstrate social conventions
3.2 understand how word choice affects the feelings of others	15.0 show an understanding of how word choice affects the feelings of others
3.3 consider the situation, audience, and purpose during communication	16.0 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	Focus for Learning

Students will be expected to
 	
 1.0 describe personal experiences orally [GCO1]
	Oral language is the foundation for all literacy learning. Social relationships develop as students interact with each other. Students gain knowledge, skills, and confidence as they tell stories, recount events, and participate in discussions as speakers and listeners. They need many opportunities throughout the day to talk with and listen to their peers in large groups, small groups, or pairs.
	
	 Speaking and listening activities may cause some students to feel vulnerable. It is important, therefore, to help build students' self-esteem and confidence when developing oral language skills. Students are encouraged to take risks as they engage in speaking and listening activities. Some students may prefer to begin sharing one-on-one with a teacher or a peer.
	
	 In GCO 1, students are expected to communicate orally with one another about the thoughts they have and the connections they make to personal ideas. In kindergarten, there is an expectation for students to share and listen to personal experiences through conversations. In grade one, students are expected to expand on the sharing and listening by describing their personal experiences in detail. In grade two, descriptive language is further developed and encouraged during:
	 • participation in a variety of groupings
	 • discussions about classroom or community issues such as recycling and healthy eating
	 • informal talk during brainstorming, questioning, sharing, etc.
	 • formal talk when describing personal experiences, storytelling, role playing, presenting book talks, show and tell, and oral reports, etc.
	 • modelling of 'think aloud' statements to express opinions and extend their understanding. Statements may include:
	   - I wonder why…?
	   - When you mentioned that, I was thinking…
	   - That reminds me of…
	   - I would like to know more about...
	
	 It is important to model effective oral communication and show students how to express their ideas and opinions in coherent and interesting ways by demonstrating the thinking processes that describe and clarify feelings, thoughts, opinions, and ideas about personal experiences. When teachers think aloud, students gain insight into their own thought processes and learn how to participate in oral discussions.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• activate and build prior knowledge before reading to:
  - make connections to the text
  - introduce selections and motivate students to talk about the text
  - set a purpose for reading and make predictions
• support language learning through experimentation, games, story reading, explorations, singing, discussions, and other activities that promote active listening and talking
• select a read-aloud to encourage discussion about a related personal experience
• ask students to brainstorm a topic such as summer vacation, family celebration, weekend outing, etc.
• create an idea jar containing topics that may be used for impromptu oral retellings about personal experiences (i.e., a loose tooth, a special gift)
• use prompts or post a visual of sentence starters to support students during discussions. The sentence stems may include: *I liked it when…, It reminded me of…, My favourite…, If that happened…, If I won….*
	Authorized
	
	Literacy Place for the Early Years Grade 2
	• Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
	  - *Conversation Kit Guide, Grade 2 may be downloaded using the* password: con2r5w2
	
	First Steps Oral Language Resource Book
	• *Developing Communication Skills*, page 43

Connection Students may • connect new information gained from texts, discussions, oral presentations, etc., to discussions about personal experiences. For example, after a presentation about reducing, reusing and recycling, connections may be made to environmentally friendly practices at home.	
Consolidation Students may • interact with a shoulder partner while taking turns describing, listening, and responding to each others' personal experiences	

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

2.0 listen in a variety of situations for different purposes [GCO1]

Focus for Learning

Students need explicit instruction to develop listening skills. They require authentic opportunities to participate as listeners by watching, hearing, responding, and thinking about the messages being sent by speakers. The importance of respectful listening behaviors is established at the beginning of the year when routines are introduced. They are reinforced throughout the year as specific curriculum outcomes in GCO 3 are addressed.

Exposing students to a variety of learning situations, provides authentic purposes for different types of listening.

		Types of Listening	Definition
Purposes for Listening	• *to be entertained (appreciative)*	*Discriminative*	*listening to and comprehending oral communication*
	• *to develop a personal response (critical or discriminative listening)*	*Appreciative*	*listening for enjoyment*
	• *to gain information (efferent listening)*	*Efferent*	*listening to understand a message and to remember important information* *often required to learn in new situations*
	• *to provide a specific response to a question (critical or discriminative listening)*	*Critical*	*listening to evaluate, or to make a judgement about a message*

Sample Performance Indicator

Students who achieve this outcome should be able to:

• listen to different texts for specific situations and purposes. Texts may include: an entertaining and familiar song, a television advertisement for a popular product, a broadcast from a sports commentator, or a documentary on a particular topic. Think about and discuss the different listening skills required in each situation and which text presented is the most/least enjoyable and/or interesting.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- discuss the different purposes for listening
- display a visual that includes the following graphics that remind students of the ways to listen to a speaker (an eye, mouth, ear, and brain)

HOW WE LISTEN

Watch speaker   Respond to the speaker

Hear the speaker   Think
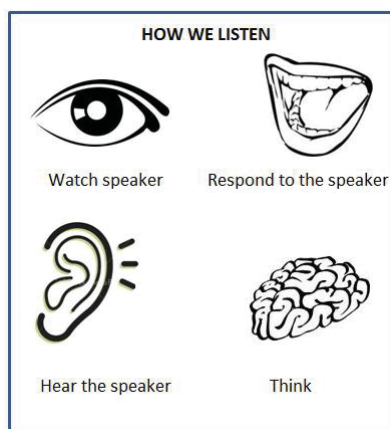
Connection

Teachers may
- identify a clear purpose for listening. It may be to enjoy, inform, or respond specifically and/or personally.

Students may
- devise a set of rules to apply when listening to others
- demonstrate listening behaviours for specific types of listening

Consolidation

Teachers may
- use a checklist to monitor listening habits observed in a variety of situations over a period of time, e.g., with a partner, in a group, as a whole class

Resources and Notes

Authorized

First Steps Oral Language Resource Book
- *Developing Communication Skills*, page 46

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B1: How We Listen*

Literacy Place for the Early Years K-3 Planning Guide
- *Oral Language Development Checklist (Grade Two), pages 87-89*

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

3.0 ask questions to seek more information
[GCO1]

4.0 respond to questions to clarify information
[GCO1]

Focus for Learning

Questioning and responding should be integral parts of teacher modelling as it enables teachers and students to bring clarity to what is being discussed. Using effective questioning techniques in a safe environment can also help students seek more information. Encourage students to describe and respond to their personal experiences by asking questions to clarify responses such as:

- *Can you tell me more about…?*
- *Is there anything else you would like to add?*
- *What did you notice when…?*
- *Is there anything else you enjoyed?*
- *What happened when…?*

The distinction between a question and a statement will require explicit instruction in grade two. Students rely on teacher modelling to hear how effective questions are asked and what information is included in the details of a response. Questioning is key to information gathering. Responses to these questions can deepen understanding. Through practise, students will ask questions to help them understand the link between their questions and the questions asked by others. Opportunities for students to create and respond to questions about a variety of texts, topics, objects, etc. should occur daily.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- role-play a situation involving a crime scene. For example, graffiti may be sprayed on play equipment in a local park. A detective asks questions seeking information from suspects. The clarity of the responses to questioning will help determine who is responsible for the crime.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- discuss the difference between a question and a response
- model the use of questioning prompts to seek more information
- respond to questions to model what they look and sound like

Students may
- find punctuation marks in texts used to distinguish a question from a response
- ask and respond to questions posed through role-play in small groups or in pairs

Connection

Teachers may
- ask students to describe personal experiences and use questioning to bring clarity to what is being discussed by asking: *Can you tell me more about...?, Can you give me an example?*
- record question stems such as who, what, where, when, and why on a beach ball, sticky note, color-coded slip, move cube, or a random selector on an interactive white board
- demonstrate how to use a Q-Matrix chart to generate questions that seek more information on a particular topic

Students may
- design questions and responses on an online template for a Jeopardy Game. Questions and responses should be designed to clarify information on a specific topic.
- take turns with a partner asking questions and responding to a visual portrayed on a conversation card

Consolidation

Teachers may
- provide students with a graphic organizer of the five Ws. The chart is used to sequence information prior to an oral retelling.

Students may
- play the game, *What Am I?* Players ask probing questions to determine the unknown name of the object attached to a headband. The game encourages students to listen with focused attention, ask meaningful questions, demonstrate auditory memory, and evaluate the information they receive to determine the name of the object displayed on the card.

Resources and Notes

Authorized

English Language Arts Grade Two Curriculum Guide 2014
- *Appendix B2: Q Matrix Chart from Spencer Kagan*
- *Appendix B3: Q Matrix Chart*
- *Appendix B4: 5 Ws Chart*

Literacy Place for the Early Years Grade 2
- Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
  - *Twenty Questions*, pages 77-78 from the *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2
  - Lessons for Conversation Cards, pages 195-244
  - 20 Conversation Cards (print and digital formats)

First Steps Oral Language Resource Book
- *Teaching Strategies, Questioning*, pages 151-165

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
- Online Jeopardy Game Template

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

5.0   retell events and familiar stories in sequence [GCO1]

Focus for Learning

Students like to talk about familiar stories and experiences. They use their prior experiences to retell events with a beginning, middle, and end. The sequential order of the retelling will require continual reinforcement. In grade two, students are introduced to transition words such as *first, next, then,* and *finally* and they should include them in retellings. Transitions are phrases or words used to connect one idea to the next. They are used by the speaker to help the listener transition from one significant idea to the other.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- retell the events presented in a text or from an experience in a sequential order using transition words

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • model sequencing and summarizing of main events in a shared reading text to provide explicit instruction on the expectations for a retelling • brainstorm a list of transition words • make the connection between transition words and ordinal numbers used in mathematics • use ordinal and transition language when giving instructions **Connection** Teachers may • ask a range of questions to determine students' depth of comprehension based on their sequencing of events Students may • create a retelling bracelet using a green bead for the beginning, a red bead for the ending and 1 or more different coloured beads for the middle. Students retell a story by sliding a bead from left to right for the beginning and then another bead for each story component afterwards. The number of beads in the middle may increase as students gain an understanding of sequential retellings. • use a visual aid such as a photograph, graphic organizer, or sequencing conversation card to support sequential retellings of events and familiar stories. For example, a family photo may prompt a retelling of a story and a story map may support the sequential order and include: characters, setting, transition words such as first, then, next, and finally. • capture sequential retellings of events such as a class field trip using a digital camera **Extension** Students may • create a procedural "how to" video. Examples may include: tying shoe laces, making a paper airplane, etc.	**Authorized** *Literacy Place for the Early Years Grade 2* • Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html - *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2 - Comic Strip Cards #'s 17 and 18: *The Show Must Go On*, pages 240-243 - Comic Strip Cards #'s 19 and 20: *The Truth is Out There*, pages 244-246 • Writing Guide - *Procedure*, pages 101-110 • Sequencing Unit Teacher Guide - Sequencing Conversation Cards (print and digital formats)

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to

6.0   use aspects of language
      [GCO1]

Focus for Learning

Aspects of language involve student participation in a variety of oral language activities that include sounds, rhymes, rhythms, language structures, repetition and storytelling. Oral language experiences begin at birth and they are the foundation for receptive and expressive skills. Regional dialect may influence students' responses on phonological awareness tasks and must be considered.

Phonological awareness activities should be meaningful and engaging at all developmental levels. Students develop phonological awareness in literacy-rich environments where they have many opportunities to engage in word-play activities that involve: singing, chanting, experimenting with rhyme and rhythm, manipulating sounds in words using alliteration, and engaging in regular talk about words.

Instruction in phonological awareness should be embedded in daily literacy activities including the following instructional reading and writing approaches: read-aloud, shared reading, guided reading, word work, literacy centres, interactive writing, shared writing, and guided writing. A variety of groupings should be used to accommodate the various developmental levels of phonological awareness.

Students in grade two continue to develop phonemic awareness skills. They are building on the foundation that words are made up of individual sounds or phonemes. They need to continue to learn how to manipulate these phonemes either by segmenting, blending, or changing individual phonemes within words to create new words. The key concepts of the terms included in the broad term of phonological awareness are indicated in the chart below.

Term	Key Concepts to include in Instructional Activities
Phonological Awareness	• thinking about the sound structure of words, not just its meaning • understanding that language is made up of words, syllables, rhymes, and sounds • segmenting, blending, and manipulating the parts of words • recognizing and generating rhymes
Phonemic Awareness	• segmenting, blending, and manipulating individual sounds in words
Phonics	• sound/letter relationships
Segmenting	• recognizing individual words in a sentence and breaking them apart by syllables, onset/rime, and sounds
Blending	• putting word parts together
Manipulating	• deleting, adding, and substituting sounds and/or word parts
Onset	• in rhyming words, the sounds up to the vowel, i.e., <u>sp</u>oon
Rime	• in rhyming words, the vowel to the end of the word, i.e., sp<u>oon</u>

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies	**Resources and Notes**
Activation	**Authorized**

Activation

Teachers may
- model and give specific instruction on blending, manipulating parts of words, segmenting syllables in words, onset/rime, and individual sounds
- distinguish the sounds in words using rhymes, chants, and songs

Connection

Teachers may
- revisit a read-aloud with a focus on phonological awareness
- connect the sound-letter relationships (heard and spoken), to reading and writing. A chart outlining graphophonic knowledge to assess is included in Appendix C.
- clap, chant, or sing the syllables in words during shared language experiences that include reciting or performing rhythmic poems and songs
- manipulate and blend phonemes into words
- segment and recognize phonemes at the beginning, middle and ending positions in words
- engage in word building activities, adding and deleting prefixes and suffixes, creating compound words, possessives, and contractions
- identify consonant digraphs and blends in initial, medial, and final positions, during shared reading

Authorized

Literacy Place for the Early Years Grade 2
- *Working With Words Guide*
- *Active Learning Kit*

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix C: Graphophonics Knowledge Chart*

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	Focus for Learning
Students will be expected to 7.0 reflect upon a variety of oral texts [GCO1]	Students require time to reflect on and share their ideas about the messages presented in oral texts. These texts need to be interpreted critically and they require the listener to reflect on the text for a specific purpose. The idea of revisiting texts to find evidence to support opinions, confirm predictions, and discuss author's word choices must be encouraged. Students should reflect on their own thinking (metacognition) in the context of hearing others' ideas, and talk about how their thinking is impacted. This connection between thinking and listening may: • affirm ideas or opinions • change thinking • help to learn more about a topic Oral texts to consider for reflection may include: podcasts, music with and without lyrics, audio recordings, sound clips, weather and school announcements, children's literature such as poetry, stories, rhymes and chants, advertisements, news broadcasts, audio books, etc. Media texts often provide opportunities to reflect and think critically. Critical responses are explored further in GCO 2.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- encourage reflection during listening activities
- allocate time to talk about reflective thoughts
- think-aloud to model reflective thoughts using stems such as:
    - *So far, I've learned...*
    - *This made me think of...*
    - *That didn't make sense.*
    - *I think ___ will happen next.*
    - *I reread that part because...*
    - *I was confused by...*
    - *I think the most important part was...*
    - *That is interesting because...*
    - *I wonder why...*
    - *I realized I was right about...*
    - *I used to think... but now...*
    - *I changed my mind because ...*
    - *I learned that...*
    - *I didn't know...until I heard that ...*
    - *I learned more about ...*

Connection

Teachers may

- encourage reflection of oral texts to share thoughts, ideas, feelings, and experiences

Students may

- share reflective thoughts on a graffiti wall by writing responses to prompts posted on charts using symbols, words, sketches, etc. The graffiti wall strategy provides a space and time to help students "hear" each other's ideas and reflect on their own thoughts as well as the thoughts of others. Responses are written to prompts.
- revisit and reflect on oral texts for one or two specific reasons such as finding evidence of voice in the text or descriptive word choice
- meet with a partner to discuss texts and new learnings about a topic or question

Extension

Students may

- share learning by creating a news program for an audio or video podcast

Resources and Notes

Authorized

First Steps Oral Language Resource Book

- *Reflecting on Partner Work Skills,* page 145

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Focus for Learning
Students will be expected to	
8.0 participate in conversations [GCO2] 9.0 engage in oral presentations [GCO2]	Oral language development involves knowing what to say, how to say it in different social contexts, and how to listen attentively to make meaning from language that is heard in various social situations. GCO 2 focuses on the meaning in messages that students communicate orally to one another as they make connections to what they hear and justify their responses. There should be multiple opportunities for students to communicate, interpret, and respond to messages within an authentic context throughout the school day. The most authentic conversations occur while students are engaged with one another during small group activities. Some students may need more time to become comfortable speaking in larger groups. Expectations for interacting and participating with partners, small groups, and/or large groups in a safe classroom environment must be established. Teachers may consider the use of flexible groups to ensure that there is an opportunity to interact with different students of varying abilities. Oral presentations in grade one are frequent, brief, and include various topics. Students are encouraged to express their feelings and explain why they chose the topic presented. In grade two, the formality of a presentation is developing. Presentations should include a topic, intentional word choices, details, and they should be structured with a beginning, a middle, and an ending. Many opportunities arise for students to present knowledge gained from learning experiences. Some students may select topics independently and others may require suggestions. Students should be encouraged to select a topic that they are interested in and feel comfortable speaking about to a group. Communicating clearly is important. Through frequent exposure to oral presentations, students will develop skills and participate willingly with a sense of ease and comfort. **Sample Performance Indicator** Students who achieve this outcome should be able to: • encourage interactions for the purpose of sharing information with an audience about a chosen topic from a curriculum area or other interests

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• use visuals to initiate conversations with students. Visual tools may include: photos, objects, videos, posters, book covers, etc.
• design interactive learning areas throughout the classroom to promote conversations between students. For example, positioning structures such as art easels or student desks beside each other will encourage conversations between students while interacting and sharing in a similar activity.
• display conversation prompts in the classroom such as:
  - *This makes me think of...*
  - *I wonder if...*
  - *I don't understand how...*
  - *I think....because....*
  - (The character) *is really* (sad/happy/angry, etc.) *because...*
  - *The author used ... to ...*
  - *I predict that...*
  - *I just discovered that ....*
  - *I agree/disagree with ... because ...*
  - *I am puzzled about...*
  - *This reminds me of...*
 	
Connection
 	
Students may
• participate in conversations or presentations about familiar topics that may include: descriptions about a quiet place they like to visit, an exchange of personal information such as an extra-curricular activity, sharing likes and dislikes of a favourite TV show or toy, expressing opinions about what makes them happy/sad, recounting experiences about what they did on their birthday, holiday, etc., sharing imaginative stories about a play fort, swapping stories and jokes, etc.
• show and share a story using an object, photograph, etc.
 	
Consolidation
 	
Teachers may
• observe and note the types of conversations and how each student participates
• record observations using a checklist
	Authorized
	
	Literacy Place for the Early Years Grade 2
	• Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
	  - *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2
	  - Grade 2 Conversation Videos
	  - Lessons for Conversation Videos, pages 161-183
	  - 20 Conversation Cards (print and digital format)
	  - Lessons for Conversation Cards, pages 195-244

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Focus for Learning
Students will be expected to	
10.0 respond personally to information, ideas, and opinions [GCO2]	It is more natural for students to make personal responses about familiar information, ideas, and opinions than to respond critically. Students make personal responses by making connections to their prior knowledge. Their responses are influenced by what they already know and feel comfortable speaking about.
11.0 respond critically to information, ideas, and opinions [GCO2]	Critical responses are more challenging for grade two students to form than personal responses. To think and respond critically, students must use thought processes that actively evaluate and analyze information that is received. Opportunites must be seized to model what critical responses look and sound like when a message is received. Students receive messages through dialogue, music, and images in the media. These messages are great starting points to explicitly show students how to interpret a message and provide a critical response. Messages may need to be revisited and interpreted literally prior to forming critical responses. Guiding questions and prompts may be required to support students in their initial attempts to respond critically. Questions to consider may include:
	• *Whose story is this?*
	• *Who benefits from this story?*
	• *Whose voices are not being heard?*
	As the year progresses, frequent and ongoing exposure to messages that lend themselves to forming critical responses will help students form responses with confidence.
	Building a classroom environment of mutual respect and reassurance is essential to students learning how to respond personally and critically to information and ideas from differing points of view. Evidence of critical thinking may be observed when student responses:
	• add or remove ideas
	• compare and contrast ideas
	• compare events and ideas
	• consider information in alternative ways
	• effectively analyze and evaluate evidence
	• examine perspectives and alternate points of view
	• explore possibilities for different events in stories
	• synthesize and make connections between information

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• provide opportunities to model what critical responses look and sound like when an oral message is received
• give consideration to the following when modelling critical responses:
  - act on ideas instead of reacting
  - ask important questions about things that are interesting
  - connect new information to prior knowledge
  - create and share new understanding of ideas and issues
  - recognize possibilities
  - reflect and include personal responses
  - try things out and revise thinking
 	
Consolidation
 	
Teachers may
• observe student responses to information and note evidence of critical thinking during group discussions
 	
Students may
• respond personally to media such as why a particular DVD/video, character toy, or game is more or less appealing to them than another
 	
Extension
 	
Teachers may
• show a video or read an article that focuses on a social justice issue such as poverty. Discuss the role played by individuals in challenging or helping to perpetuate this injustice in our world.
 	
Students may
• take social action to eliminate oppression and transform social injustices in their community (e.g., food bank, mitten tree, Unicef, foster child)
• respond personally and critically to persuasive messages presented to consumers in the media
	Authorized
	
	Literacy Place for the Early Years Grade 2
	• 8 Strategy Units
	• *Animals in Our Lives Inquiry Unit*
	• *You Can Do It! Book Club Unit*
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
	• Video Clip: *The Messages in Texts*

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

Students will be expected to

12.0 communicate directions with multiple steps [GCO2]

13.0 follow directions with multiple steps [GCO2]

Focus for Learning

Communicating and following directions are skills that may or may not develop simultaneously for grade two students. Each skill may challenge students differently. Communicating and following directions, therefore, are presented separately in specific curriculum outcomes 12.0 and 13.0. It may be helpful to address these outcomes together.

Grade two students have prior experiences communicating and following directions using more than two steps. They will build on these skills and increase the number of steps by participating in classroom routines and activities throughout the school year. These outcomes have cross-curricular connections to science and math.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- communicate and follow directions when engaged in barrier games. Two or more players use a barrier such as a file folder so that they cannot see each other's materials. Each player has the same set of materials in front of them. The players take turns giving very specific directions on how to arrange the materials without any visual cues. The goal of the game is to have all of the players' materials look the same at the end of the activity.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• model how to give directions clearly and in a sequential order
• demonstrate how to follow a procedure with steps such as teeth brushing or preparing a healthy recipe
• provide a word chart with transitional words for reference when communicating directions, ie. first, second, next, then, last, finally, etc.
 	
Students may
• sing action songs or chants with multiple step directions and perform the actions suggested in the lyrics of the song
• work in pairs to teach a multiple step procedure in a topic of interest
 	
Connection
 	
Teachers may
• observe and note the number of steps communicated and followed in directions and note if directions are clear and in a sequential order
• assess conversations that occur as students interact in other curriculum areas such as math and science to provide evidence of communicating and following directions
• discuss and reflect with a partner how clearly directions were communicated and followed in a barrier game
 	
Students may
• bring a game to school that they can teach others to play, show a partner how to build a model, give steps to draw an object or directions on how to assemble a toy
• communicate directions using: action songs, found items to create art, manipulatives to create patterns with three or more elements, obstacle courses, recipes, etc.
 	
Consolidation
 	
Students may
• perform procedures used to communicate and follow multiple steps such as washing hands, dressing to play outside in the snow, carving a pumpkin, building a snowman, preparing for bedtime, etc.
	Authorized
	
	Literacy Place for the Early Years Grade 2
	• Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
	  - *Barrier Games,* pages 79-81 from the *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2
	
	Health:
	
	Health & Wellness
	• Health Readers
	  - *Healthy Foods For You*
	  - *Taking Care of Ourselves*
	
	Math:
	
	Math Makes Sense
	• *Unit 1: Patterning*
	  - *Lesson 1: Describing and Extending Repeating Patterns*
	  - *Lesson 5: Describing and Extending Increasing Patterns*
	• *Unit 2: Numbers to 100*
	  - *Lesson 5: Ordinal Numbers*
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
	• *Harry Kindergarten Music; If You're a Kid*

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Focus for Learning
Students will be expected to 14.0 demonstrate social conventions [GCO 3]	The specific curriculum outcomes in GCO 3 focus on the expectation for students to speak and listen respectfully. In grade one, students were made aware of appropriate social behaviors used to communicate for specific purposes and audiences. In grade two, they will continue to build their repertoire of social behaviours in the context of a supportive classroom environment, where students interact with respect and sensitivity to one another. Explicit teaching and modelling of social conventions through activities that promote active listening and speaking is strongly encouraged and may include experimentation, games, story reading, singing, discussions, etc. When planning activities to address social conventions, teachers should focus on the following: - initiating and ending a message clearly - knowing how to interrupt respectfully - asking questions that are on topic - taking turns - clarifying a confusing situation - sharing materials - asking to join an activity or use materials - appropriate manners ie., using please, thank you, excuse me, etc. Strategies may be introduced to encourage positive social interactions amongst students. For example, the *Pause and Think Strategy* teaches students to take the time to think before speaking. The slogan, *Before you speak, pause and think…* may be used to remember five of the key ideas about the message for each letter in the word think.

> T – Is it True?
>
> H – Is it Helpful?
>
> I – Is it Inspiring?
>
> N – Is it Necessary?
>
> K – Is it Kind?

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- model the *Pause and Think* strategy when engaged in conversations, discussions, and activities
- read aloud, *Have You Filled a Bucket Today?* Discuss social behaviours that help fill buckets.
- discuss the positive interactions in *Teamwork* and *Take A Stand*

Students may
- brainstorm appropriate behaviors for classroom rules using positive language such as the word "walk" instead of the phrase "no running"

Connection

Teachers may
- define personal spaces using a concrete example such as a hula hoop
- reinforce the examples of respectful behaviours shown towards people and things as discussed in *Two Simple Rules*
- discuss social conventions that may or may not be displayed by students on video clips or digital conversation cards

Students may
- share personal experiences of using fair play strategies (i.e., showing respect when winning and losing, cooperating, behaving politely, and listening)
- use the interactive big book, *Take a Stand*, to highlight behaviours that contribute to fair play
- view online texts about Howard B. Wigglebottom to compare their use of social conventions to Howard's and record responses on a Venn Diagram
- practice turn taking using sticks or cards with numbers by speaking in sequence according to the number on their stick or card
- play charades to demonstrate socially acceptable interactions in various settings

Consolidation

Students may
- view, *How Full Is Your Bucket? For Kids* and create a big book illustrating social behaviours that fill buckets
- use a peer assessment (checklist/rating scale) to provide constructive feedback on predetermined social conventions criteria

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/spl.html
  - *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2
  - Grade 2 Conversation Videos
  - 20 Conversation Cards (print and digital format)

Health:

Have You Filled a Bucket Today? by Carol McCloud

Howard B. Wigglebottom Learns to Listen by Howard Binkon

Health & Wellness
- Health Readers
  - *Getting Along*
  - *Two Simple Rules*
  - *Teamwork*
- *Take A Stand I*nteractive Big Book
- *Life Skills Book*
- *Big Ideas Book*, *Show Good Character*, pp.6-7

Social Studies:

Little Book: *The Talking Stick*

Suggested

Resource Links: https://www.k12pl. nl.ca/curr/k-6/ela/grade-2/links/spl. html
- *Howard B. Wigglebottom* e-books
- *How Full is Your Bucket? For Kids* By Tom Rath and Mary Reckmeyer

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Focus for Learning
Students will be expected to 15.0 show an understanding of how word choice affects the feelings of others [GCO 3]	The choice of words used to communicate an oral message will affect the thoughts, feelings, and the attitude of the listener's reaction to the message. To be effective communicators, students need to become aware of how their choice of words can positively or negatively affect the feelings of others. Students need to understand the importance of choosing positive words that make the listener react positively. It is necessary to establish classroom management practices that reinforce a positive environment for students to engage in daily classroom activities. Students also need to demonstrate a sensitivity and respect to word choices that may be communicated by individuals communicating in English as a second language or with a speech impediment. In Grade two, frequent opportunities are required to practice the following skills in authentic situations: • provide positive comments with constructive criticisms, i.e., peer editing or small group work • refrain from making negative comments, i.e., presentations by guest speakers and other students • offer respectful suggestions, i.e., writer's workshop or reflection sessions • use conflict resolution in problem solving situations, i.e, play during recess • respect the point of view of others, i.e., show and tell • interact socially using flexible groupings of classmates, i.e., teams during field trips and sporting events

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • read *Sister Anne's Hands* and discuss how word choice impacted her life and the lives of her students Students may • view or listen to a short segment of a cartoon or video and share examples of word choices found that affect the feelings of characters positively and/or negatively **Connection** Teachers may • implement the "Friend of the Day" by rotating pairs of students on a class list daily or monthly. This encourages interaction between different pairs of students during recess and lunch. All students will engage with each classmate at least one day during a required period of time which will vary depending on class size. Students may • collect word cards after each "Friend of the Day" play session. Positive words about the friend will be written on cards. At the end of a full rotation, words are compiled to create a *wordle*. The *wordles* may be displayed as visual reminders of how words affect the feelings of others. • present *Wordles* to the class and reflect on how the word choices affected their feelings about themselves **Consolidation** Teachers may • brainstorm students' prior knowledge of characters in fairytales or other children's literature who use negative word choices. Characters may include: The Big Bad Wolf, The Wicked Stepmother, The Ugly Stepsisters, Prince Ronald, The Grinch, etc. Students may • host a news conference for characters from different fairytales (or other children's literature). Characters using negative word choices publicly apologize to the audience.	**Authorized** *Literacy Place for the Early Years Grade 2* • Grade 2 Conversation Videos Health: • *Sister Anne's Hands* by Mary Beth Lorbiecki **Suggested** Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/spl.html • word clouds may be generated from text that is provided using *Wordle*

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Focus for Learning
Students will be expected to 16.0 use verbal and non-verbal cues suitable for specific situations, audiences and purposes [GCO 3]	Effective communicators incorporate both verbal and non-verbal components when communicating or responding to a message. Their ability to interpret the situation, audience, and purpose promotes understanding between them and those whom they are addressing. Grade two students begin the year with some experiences in interpreting and using verbal and non-verbal communication. By expanding this knowledge, students learn to adjust their communicative behavior to fit the context and build the necessary skills for positive social interactions. Behaviours in grade two focus on the following verbal and non-verbal cues: - making eye contact with the speaker or the audience - knowing when an audience demonstrates that they are ready to listen - using appropriate facial and hand gestures such as handshakes, waves, smiles, shoulder shrugging, eyebrow raising, eye movements, frowns, arms crossed, etc. - disagreeing politely - responding to listening cues - avoiding distractions to the speaker - interpreting the tone, intonation, and volume of the speaker when receiving messages - noticing the body language and facial expressions of other people and reacting in an appropriate manner - standing in appropriate proximity to the audience Explicit instruction is required to develop this understanding. Different cues in various contexts may be reinforced in authentic daily conversations. Verbal cues encompass any form of communication involving words; spoken or signed. Non-verbal cues include body language such as gestures, facial expressions, eye contact, and posture. Messages that are communicated through body language, may encourage or discourage communication between a speaker and a listener. **Sample Performance Indicator** Students who achieve this outcome should be able to: - create and perform a skit entitled, *Send a Message Like This, Not Like That!* Pairs of students showcase verbal and non-verbal cues to use and avoid.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- walk through the pictures in read-alouds such as *When Charlie McButton Lost Power*, *The Recess Queen, Harriet, You'll Drive Me Wild!* Ask students to note and interpret the messaging in the characters' facial expressions.
- use audio texts such as audio books, clips of ads, television programs, and podcasts. Ask how the tone used by the speaker clarifies the message and evokes feelings.
- read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Afterwards, brainstorm examples of verbal and non-verbal cues used to communicate emotions. Record responses on a T-chart and categorize each as examples of positive or negative messaging.

Students may

- listen to a sports commentator delivering a description of a winning goal for their team. Give possible reactions using appropriate verbal and non-verbal reponses.

Connection

Students may

- find examples of texts in the classroom library showing a character's use of tone through text features and/or facial expressions such as *Jumper and the Lost Butterfly Net*
- create an advertisement about a favourite toy and record it to share in a large group. Students will note the use of appropriate verbal (tone, volume, expression) and non-verbal (facial expression, gestures, posture) cues.
- provide two stars and a wish (i.e., two compliments and one suggestion) to a peer following a presentation. This activity should occur frequently throughout the year.

Consolidation

Teachers may

- read aloud, *The Wolf Who Cried Boy* or view *Yelly Kelly* using Tumblebooks. Discuss when quiet and loud voices are needed.

Students may

- select a prompt for a short puppet play from scenarios requiring loud or quiet voices. For example, a prompt suggesting an outdoor festival will require a louder voice than a school library.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- Read Aloud
  - *The Wolf Who Cried Boy* by Bob Hartman

Suggested

When Charlie McButton Lost Power by Suzanne Collins

The Recess Queen by Alexis O'Neill

Harriet, You'll Drive Me Wild! by Mem Fox

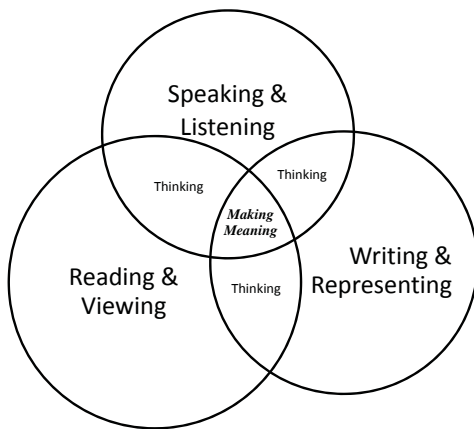*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Jumper and the Lost Butterfly Net by Sean Covey, pages 57-66 in *The 7 Habits of Happy Kids*

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/spl.html
- *Yelly Kelly* by Nancy Rose Sweetland

Reading and Viewing

Focus

Speaking & Listening

Thinking

Thinking

Making Meaning

Reading & Viewing

Thinking

Writing & Representing

Reading and viewing provide students with opportunities to interact with a variety of media and diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate and reflect on all available forms of texts.

Outcomes Framework

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.
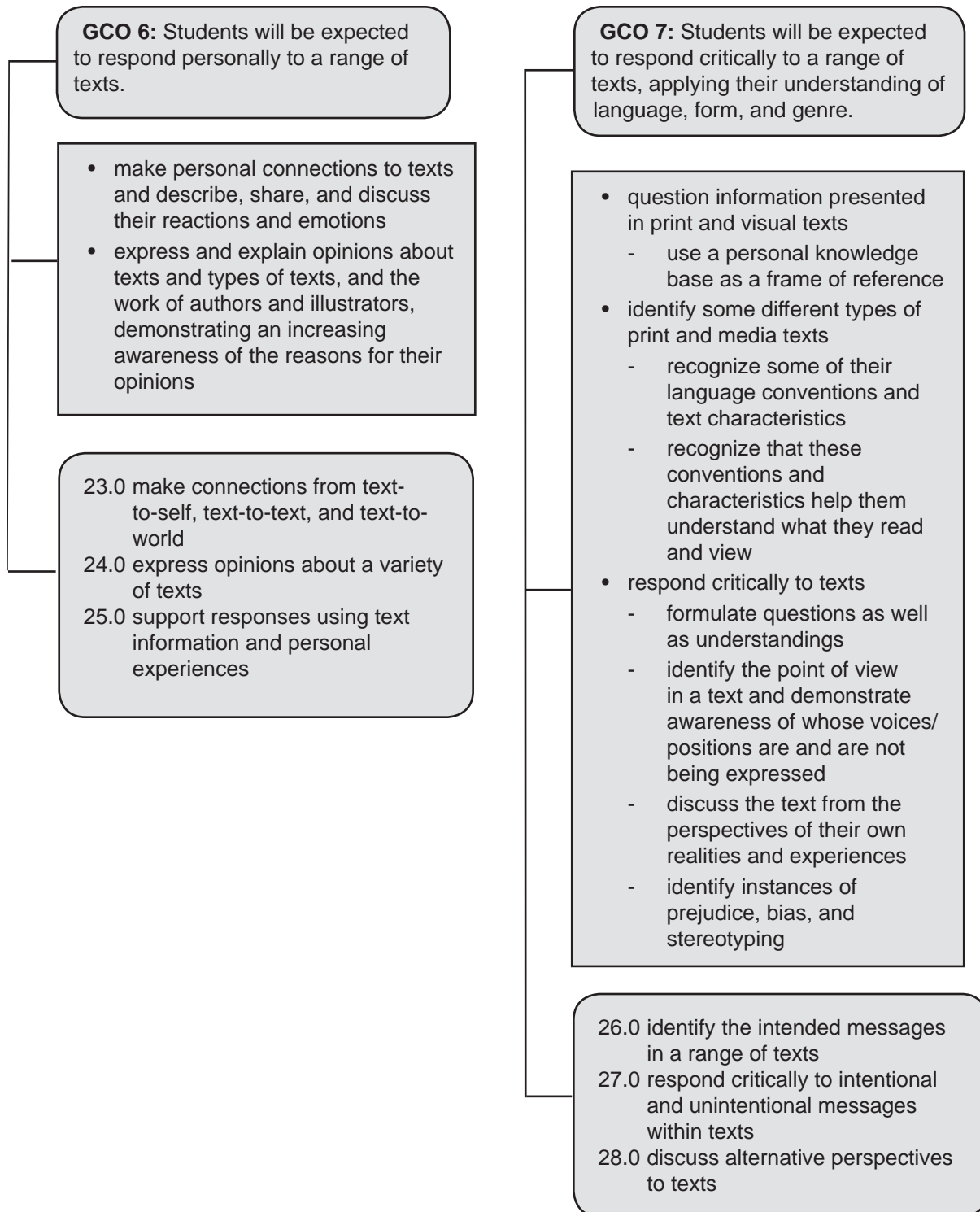
- select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- read widely and experience a variety of children's literature
- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- describe their own reading and viewing processes and strategies

17.0 select a variety of texts, forms, and genres appropriate for specific purposes
18.0 use text features before, during, and after reading to help construct meaning
19.0 use strategies to make sense of texts

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

- answer, with assistance, their questions and those of others by seeking information from a variety of texts
  - identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs
  - use basic reference materials and a database or electronic search
  - reflect on their own research process

20.0 formulate questions that lead to inquiry
21.0 combine information from a variety of sources to seek answers to questions
22.0 share relevant information from selected sources

GCO 6: Students will be expected to respond personally to a range of texts.

- make personal connections to texts and describe, share, and discuss their reactions and emotions
- express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

23.0 make connections from text-to-self, text-to-text, and text-to-world
24.0 express opinions about a variety of texts
25.0 support responses using text information and personal experiences

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- question information presented in print and visual texts
    - use a personal knowledge base as a frame of reference
- identify some different types of print and media texts
    - recognize some of their language conventions and text characteristics
    - recognize that these conventions and characteristics help them understand what they read and view
- respond critically to texts
    - formulate questions as well as understandings
    - identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed
    - discuss the text from the perspectives of their own realities and experiences
    - identify instances of prejudice, bias, and stereotyping

26.0 identify the intended messages in a range of texts
27.0 respond critically to intentional and unintentional messages within texts
28.0 discuss alternative perspectives to texts

SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade. Outcomes for Grade 3 are not listed below since they are currently under revision for a new implementation in 2015-2016.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Grade 1	Grade 2
4.1 select a variety of texts for different purposes	17.0 select a variety of texts, forms, and genres appropriate for specific purposes
4.2 demonstrate concepts of print	18.0 use text features before, during, and after reading to help construct meaning
4.3 use text features to construct meaning	19.0 use strategies to make sense of texts
4.4 use strategies to make sense of texts	

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Grade 1	Grade 2
5.1 formulate questions that lead to inquiry	20.0 formulate questions that lead to inquiry
5.2 use information from a variety of resources	21.0 combine information from a variety of sources to seek answers to questions
	22.0 share relevant information from selected sources

GCO 6: Students will be expected to respond personally to a range of texts.

Grade 1	Grade 2
6.1 make connections to a variety of texts	23.0 make connections from text-to-self, text-to-text, and text-to-world
6.2 express opinions about a variety of texts	24.0 express opinions about a variety of texts
	25.0 support responses using text information and personal experiences

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Grade 1	Grade 2
7.1 demonstrate an understanding that all texts have intended messages	26.0 identify the intended messages in a range of texts
7.2 analyze texts for intended purposes and audiences	27.0 respond critically to intentional and unintentional messages within texts
7.3 respond to texts by offering alternative perspectives	28.0 discuss alternative perspectives to texts

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

17.0 select a variety of texts, forms, and genres appropriate for specific purposes
[GCO 4]

Focus for Learning

In GCO 4, students make choices to read and view a variety of texts with understanding. Grade two students will become increasingly more aware of text types, forms, and genres. A variety of texts are selected for different purposes in a balanced literacy approach. Instructional reading approaches provide opportunities for students to explore a variety of texts and genres such as the ones listed in the anchor charts that follow:

Text Type Anchor Chart		
Text Type and Purpose	**Examples of Forms** (print and digital texts)	
Description: provides information about a topic by describing the way things are	• poster/visual • identification card • menu • letter	• magazine • newspaper article • report • flyer
Explanation: tells the reader how something works, how it came to be, or why it is a certain way	• question and answer • report • foldable • magazine	• pamphlet/ brochure • newspaper • poster/visual • email/text message
Narrative: tells a story, entertains, instructs, or comments on life	• graphic novel • comic • diary • journal entry • letter • play	• poem, chant, song, rhyme • short story • email/text message
Persuasive: an argument from a specific point of view to persuade someone to do, think, or believe something	• sign • movie trailer • book jacket	• interview • postcards • advertisements
Procedure: describes how to do something	• recipe • map • rules • fire evacuation procedure • lists(grocery, to-do, etc.)	• architectural designs/plans • game instructions • invitation • diagrams • graphic organizer
Retell: recounts experiences, events, or the lives of specific people or characters in fiction or informational texts	• anecdote • biography/ autobiography • diary/journal • timeline • website/blog	• personal account • photo story • storyboard • digital book

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- engage students in all four approaches to reading instruction: read alouds, shared, guided, and independent reading. Include a variety of texts and genres.
- encourage conversations about texts and the reasons for choosing reading selections for read alouds, shared, guided, or independent reading
- determine student interests using an interest inventory
- develop mini-lessons focused on making appropriate text selections for different purposes
- view the slide show, *If the Book Fits, Read It!* and engage students in discussions about what makes a text a "good fit"
- gather a selection of literature including an array of text types and genres. Multiple types of texts may include: chapter books, picture books, informational texts, magazines, dictionaries, mysteries, jokes, poetry, fairy tales, text books, etc. View the books with the students and ask questions about the categorization of texts according to content, style, or purpose. Questions may include:
  - *Do you notice things that are the same with any of these texts?*
  - *Do you notice things that are different?*
  - *What do you think this text may be about?*
  - *Why would you read this text?*
  - *What category does the text fit in the classroom library?*
- invite the school's learning resource teacher, or a local librarian, to visit the class to explore and talk about the categorization of literature into genres
- view the website for Newfoundland & Labrador Public Libraries to explore the categorization of genres and texts with students
- create a classroom genre chart for students to record examples of texts as they are explored
- provide daily independent reading time and access to a classroom library with a variety of levels, topics, themes, and genres

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Reading Guide*
  - *Approaches to Reading Instruction*, Read Aloud, pages 24-44
- Read Alouds
  - *A Touch of the Zebras*
  - *We Are Wolves*
  - *Animal Defenses*
  - *Starting Life: Crocodile*
  - *The Wolf Who Cried Boy*
  - *Ruler of the Courtyard*
  - *Coyote Sings to the Moon*
  - *Chameleons Are Cool*
  - *Me and Mr. Mah*
  - *Pete the Sheep-Sheep*
  - *Stay*
  - *Peg and Yeti*

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix D: Literary Genres*
- *Appendix E: Specific Areas of Text Inquiry*

Suggested

The Daily 5 by Gail Boushey and Joan Moser

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
- Good-Fit Books Slideshow: *If the Book Fits, Read It! Finding a Good Fit Book*
- Newfoundland and Labrador Public Libraries
- Video: *Reading from a Variety of Texts, Forms, and Genres*

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

17.0 select a variety of texts, forms, and genres appropriate for specific purposes [GCO 4]

Focus for Learning

Genres are a classification system formed to provide a way of talking about the characteristics of texts. The focus of SCO 17.0 is for students to use the elements and characteristics of text and genre to enhance understanding. Students are not expected to categorize texts and genres. Instead, students learn language to talk about texts they like and want to read. Comprehension is supported when students develop an awareness of how texts are organized and presented in real world settings such as public libraries, bookstores, school libraries, magazine displays, etc. Student knowledge about the characteristics of texts also informs writing in various genres.

Genre Anchor Chart	
Genres	**Examples**
Fiction: Invented narratives with imaginary characters and events.	mystery, realistic fiction, historical fiction, science fiction, fantasy, etc.
Non-Fiction: Accounts of real people, places, things, or events based on fact.	information, reference, biography, autobiography, etc.
Poetry: Verse written to create a response of thought and feeling from the reader often using rhythm and rhyme to help convey its meaning.	haiku, acrostic, songs, nursery rhymes, etc.
Traditional Literature: Stories that are passed down from one group to another in history.	fairy tale, folktale, fable, legend, myth, etc.
Plays: A script intended for performance.	drama, musical, Readers' Theatre, etc.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- contribute to a classroom text display, *Is this text for you?* Bookmarks are created after texts have been read identifying the form, genre, and purpose and placed inside each text for others to view. The display develops over a period of time and students are expected to make a minimum number of contributions.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Activation

Students may
- obtain parental consent to register for a library card from Newfoundland & Labrador Public Libraries to access texts free of charge at local libraries and online

Connection

Teachers may
- monitor student text selections and interests by using reading logs. Logs should include the title of the text, date, and a rating scale indicating personal preference.
- survey students on their genre preference(s) by displaying texts in categories grouped in genres for students to rank

Students may
- use the "five finger test" to self-select texts. Difficult words are tracked using fingers. The readability of a text is too challenging when five or more difficult words are encountered on any page.
- engage in weekly text shopping to select a minimum of three texts to place in their "text box", baggie, etc.
- indicate their choice of genres on a survey using thumbs up, thumbs down, thumbs sideways, or a numerical ranking
- talk about self-selected texts in small groups to use the language of the forms and genres
- use the I PICK acronym and/or I Pick chant on You Tube to choose a book prior to weekly book shopping
  - I choose a book
  - Purpose: Why do I want to read it?
  - Interest: Does it interest me?
  - Comprehend: Do I understand what I am reading?
  - Know: Do I know most of the words?

Consolidation

Students may
- respond through writing/representing what they learned about how texts are organized in a library and/or bookstore
- use a Venn diagram to compare and contrast fiction and non-fiction text selections
- engage in follow-up activities to share text selections, such as reading response journal, visual art response, book talk, etc.
- self-select a variety of texts

Resources and Notes

Authorized

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B6: Five Finger Rule*

Literacy Place for the Early Years Grade 2
- Reading Guide
  - *Shared Reading*, pages 45-64
  - *Guided Reading*, pages 65-91
  - *Independent Reading*, pages 92-100
- Shared Reading Texts
  - *The Thing I Saw Last Night*
  - *The Inuksuk: Guide in the North*
  - *3-2-1 Blast Off!*
  - *Goldie Locks and the Three Bears*
  - *The 10 Best Things About Canada*
  - *Antonio's Music*
  - *Should Children Choose Their Bedtimes?*
  - *Come to the Pow-wow!*
  - *Pets Parade*
  - *How Anansi Outsmarted Snake*
  - *An Early Worm Got Out of Bed*
  - *Between Friends*
  - *Let's Celebrate!*

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
- *I Pick Chant*
- online library card registration
- reading logs
- *Reading from Different Genres* video clip

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

18.0 use text features before, during, and after reading to help construct meaning [GCO 4]

Focus for Learning

Prior to grade two, students have viewed text features to construct meaning from texts across all curriculum areas. They have been exposed to specific features to determine important ideas, locate information, and predict what's coming next.

To use features effectively, students need to locate, identify, and understand the purpose of specific features to construct meaning before, during, and after reading. An anchor chart like the example below may be created as a reference throughout the year.

Text Features	
• author • captions • cover • headings • hyperlinks • illustrator • login • user name • navigation buttons • page numbers • password • photographs • spatial layout • table of contents • text boxes • title • word shapes • copyright page • cast list of characters • bullets	• font (size, italics, bold, colour, design, etc.) • glossary • index • irregular placement & orientation of text • labels • map keys • partial/cut-out pages • punctuation • question and answer • speech/thought balloons • diagrams • graphs • charts • sidebars • fact sheet • subheadings • illustrations

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- pre-assess student knowledge of text features by inviting them to participate in a "text feature" scavenger hunt to find and highlight specific examples of text features
- use mentor texts to highlight or review text features indicated on an anchor chart

Connection

Teachers may

- encourage students to share their findings from a text feature scavenger hunt during a group session.
- ask students to identify examples of text features presented in a text using the "I Spy" game. Model the language for students by stating the text feature and providing a possible reason for using it. For example, *I Spy with my eye, a photograph of a fish.* "*I think the author included the photograph of a fish so I can get a clear picture of what it looks like in my mind.*"
- ask questions about text features to emphasize how they help the reader construct meaning. Questions may include: "*Why do you think the author bolded the text? ...used this diagram, sub-heading, or specific feature?*"
- encourage predictions about texts prior to reading. After reading, revisit the predictions and ask, "*Did the text features help you understand the author's message? Explain.*"

Consolidation

Students may

- create visual representations such as posters, foldables, or brochures to demonstrate their understanding of how text features help to convey the main ideas or messages in texts

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- Print and Digital Shared Reading Texts
- *Reading Guide 2*
  - *How to Use Non-Fiction Text Features to Find Information*, page 116
  - *How to Use Text Features to Aid Comprehension*, page 121
  - *How to Use Text Features to Identify Text Types*, page 122
- Read Alouds
  - *A Touch of the Zebras*
  - *We Are Wolves*
  - *Animal Defenses*
  - *Starting Life: Crocodile*
  - *The Wolf Who Cried Boy*
  - *Ruler of the Courtyard*
  - *Coyote Sings to the Moon*
  - *Chameleons Are Cool*
  - *Me and Mr. Mah*
  - *Pete the Sheep-Sheep*
  - *Stay*
  - *Peg and Yeti*

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B7: Features of Informational Text*
- *Appendix F: Text Features*

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to

19.0 use strategies to make sense of texts
[GCO 4]

Focus for Learning

As readers/viewers interact with text, they use various strategies requiring the integration and coordination of the four cueing systems:

Cueing System	Definition	Strategies
Pragmatic	Pragmatic cues deal with the social and cultural aspects of language use such as background experiences with things, people, texts, and oral language. It is important to expose children to a variety of genres and forms, with a focus on features such as italic and bold texts, to highlight cultural differences, key words, etc.	• identify the text feature(s) presented in the text and its purpose
Semantic	Semantic cues refer to the meaning which has become associated with language through prior knowledge and experience. Semantic cues are used when students use their background knowledge, the meaning contained in illustrations, and words and their relationships. For example, students may reread a sentence containing an unfamiliar word to help clarify its meaning.	• clarify and extend meaning by responding in a variety of ways • emphasize and model the use of semantic cues as they are reading aloud • use predictions before, during, and after reading
Syntactic	Syntactic cues refer to the structure of language or how language works. Readers who use information such as sentence structure, word order, function words, and word endings are making use of syntactic cues. A student who discovers that language does not sound right and self-corrects the miscue is applying a syntactic cue.	• self-correct a miscue to determine if the language sounds right • use the read ahead strategy to predict a word based on sentence structure
Graphophonic	Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. While this knowledge of the phonological system is necessary to learn to read and write, reading instruction cannot rely solely on phonics. Use phonics to spell more difficult words (e.g., words ending in "ing"; words with more than one syllable); use long and short vowel patterns; use "es" to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone).	• use phonics to decode individual words; segment all sounds of a word (including sound clusters such as "sk," "ch," "sh") into individual sounds • delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words • recognize features of words including possessives, double vowels, multi-syllabic words • recognize long vowel sounds, contractions, "y" as a vowel sound, consonant clusters, consonant digraphs, double vowels

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation Teachers may • assess student interactions with texts to determine which strategies are being used effectively and which ones should be the focus for instruction • create activities which require the integration and coordination of the four cueing systems. For example, common words may be changed into nonsensical terms so that *happy birthday to you* may read, "Gladdy dropday to you." Texts such as *Dear Flyary* provide many examples of these types of words and phrases. **Connection** Teachers may • examine texts with repeated structures to encourage use of semantic and syntactic cues. Include texts such as *If You Give a Pig a Pancake or Brown Bear, Brown Bear.* • use oral and written cloze activities to practise cueing system skills • associate animal movements to reading strategies. For example, when encountering unknown words, a leaping frog may be associated with the read-ahead strategy since a frog leaps ahead. The strategy for segmentation may be associated with a snake that stretches out the sounds in unknown words. Other examples may include chunking known word parts, using picture clues, reading to the end of a sentence, and rereading, etc. Other ideas may be found online by searching beanie baby strategies.	**Authorized** *Literacy Place for the Early Years Grade 2* • *Reading Guide 2* • *Working with Words Guide 2* **Suggested** *Dear Flyary* by Dianne Young *If You Give a Pig a Pancake* by Laura Numeroff *Brown Bear, Brown Bear* by Eric Carle Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html • reading strategies associated with *Beanie Baby* toys

Consolidation

Teachers may
• analyze running record results to reflect on evidence of strategies used and to inform further instruction by checking if the reader:
  - repeats what is read as if to confirm the reading so far
  - notices when cues do not match
  - pauses as if he or she knows something does not match but seems to not know what to try
  - appeals for help frequently, or after several attempts
  - relies on only one cue, or integrates cues
  - checks one cue against another
  - reads with phrasing and fluency
• provide Post-it® flags to students for use during independent reading to indicate locations where they use specific strategies. For example, a green Post-it® flag may be placed on a word in a sentence to show that the student skipped it, continued to read to the end of the sentence, and then reread to determine the word within context.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to
19.0 use strategies to make
    sense of texts
    [GCO 4]

Focus for Learning

Readers make use of the cueing systems in an integrated way to develop reading strategies when interacting with texts. Comprehension and word recognition strategies are ways of thinking that help readers make sense of texts. It is necessary to model strategies during shared and guided reading. Teachers may find it useful to create a comprehension strategy board to post strategies as they are introduced.

Comprehension Strategies	
Self-monitoring	requires readers to adjust and integrate their thought processes and to choose the most effective strategy as they read various texts
Analyzing	is used to find information located in illustrations, charts, and texts
Sequencing	teaches readers to think about information in an organized way. It is most important when reading directions, narratives, and maps since these require information to be recalled in linear sequence
Making Connections	is enhanced when readers make connections between the text and their background knowledge. These connections may be in the form of a personal experience, an event, or experiences of others. Making connections may also lead to making comparisons
Predicting	increases anticipation and involvement in a story
Inferring	requires readers to connect their background knowledge with information from the text to discover the author's intent
Evaluating	is a critical thinking strategy that requires readers to actively form, modify, and confirm opinions as they read
Synthesizing	involves filtering out the important details to decide on the relative importance of ideas. Readers need to link details with the underlying key concepts in a text and form a new understanding of the content. Young readers will need a great deal of modelling and support to learn how to use this strategy

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Students may
- use before, during, and after strategies such as the examples below to self-monitor reading:

Before reading, I ...	• think about why I am reading • think about what I already know • predict what will happen
During reading, I ...	• make pictures in my mind • use strategies • ask myself, "Does this sentence make sense?" • stop after each paragraph and check to see if I understand what I have read so far • reread or continue reading when something doesn't make sense • ask who, what, where, why, questions about the story • connect what I know with what I am reading • reflect on messages in texts while I read
After reading, I ...	• ask myself if I understood what I just read • confirm my predictions • identify the important ideas • summarize my reading • figure out the messages • reflect on what I learned

Consolidation

Teachers may
- assess comprehension strategies by observing and noting student reading behaviors on a checklist. A sample checklist can be found in the appendix.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Reading Guide 2*
  - *How to Use Reading Strategies to Read a Text,* page 113
  - *How to Figure Out Unknown Words,* page 114

English Language Arts Grade 2 Curriculum Guide
- *Appendix G: Observation Record for Comprehension Strategies in Grade 2*

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes	Focus for Learning

Students will be expected to
19.0 use strategies to make
     sense of texts
     [GCO 4]
	In addition to comprehension strategies, word recognition strategies are also embedded in SCO 19.0. and are taught in various contexts (whole group, small group, and individually). For example, when students build and solve words, they are using word patterns to help create new words by generalizing visual-sound patterns and transferring these skills to reading and writing. When reading unknown words they may ask, *Which pattern will help me read this word?* They also learn read ahead strategies to get clues to read unknown words and ask, *What word can I predict that begins with the letter _ ?*

Word recognition strategies are integral in the continual development of the cueing systems and are grouped into the following five categories:

Phonological and Phonemic Awareness
• recognizing and generating rhymes • identifying the syllables in words by clapping, chanting or singing • segmenting onset (single consonants, consonant blends "br," "sl," "str", digraphs "ch," "ph," "sh," "th," "wh", and rime) • segmenting sentences into words, dividing words into phonemes, blending phonemes, manipulating phonemes and recognizing medial phonemes
Letter Knowledge
• recognizing all upper and lower case letters in a variety of contexts has been emphasized in kindergarten and grade one • further support may be required for individual students
High-Frequency Words
• involves recognizing words in literature, poems, and on labels, charts, and high frequency word lists
Word Solving and Building
• associates sounds with single consonants and blends • associates sounds with vowels • reads words with silent letters • uses word patterns to solve unfamiliar words • reads words with inflected endings and r-controlled vowels • notices that words sound the same, but have different meanings and spellings (homophones) • reads contractions, compound words, and some two or three syllable words
Language Predictability
• uses context and picture cues • predicts meaningful and grammatically appropriate words • integrates meaning and grammatical cues with visual-sound cues • uses language strategies to support predictions

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**
Consolidation	**Authorized**
Teachers may	*Literacy Place for the Early Years Grade 2*
• use the following reading activities **after** a guided reading session:	• *Reading Guide 2*
- discuss understanding of texts and the purposes for reading	- T*eaching Reading Strategies,* page 27-29
- ask a range of questions to determine depth of comprehension	- *Teaching Reading Strategies: Shared Reading,* pages 50-52
- ask students to describe what reading strategies they used to help them understand the text	- *Shared Reading Books,* page 62
- revisit texts for a specific reason; finding evidence to support an opinion, confirming predictions, discussing author's word choice, etc	• *Working with Words Guide*
• conference with individual students to determine strategies used when word solving and building	- *Focused Lessons Chart, pages* 23-25, includes High-Frequency Words, Word Solving and Building, and Language Predictability
• model word strategies by thinking aloud when encountering unknown words and saying	
- I'll skip it and read on	
- I'll look for picture clues	
- I'll say a word that sounds right and looks right	
- I'll see if it looks like a word that I have seen before	
- I'll check for little words that I already know, inside the big words (e.g., giant)	
- I'll look for a letter pattern in the word	
- I'll take the word apart	
- I'll put word parts together (e.g., cal en dar)	
• observe how word recognition strategies are used	

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes	Focus for Learning
Students will be expected to 20.0 formulate questions that lead to inquiry [GCO 5]	A supportive learning environment encourages students to ask questions, seek sources of information, select relevant materials to answer their questions, and share their new learnings. In GCO 5, teachers guide students in inquiry-based learning by gathering, combining, and using information from different sources to seek answers to questions. Opportunities to engage in inquiry activities should be integrated within the context of all curriculum areas for students to follow their natural curiosity and make connections to the world around them. Students have varying levels of experience with inquiry activities. In previous grades, students are encouraged to generate their own questions and use information in a variety of resources to find answers. In grade two, students are encouraged to continue developing these inquiry skills with less dependence on teacher support. Through multiple experiences modelled by the teacher, students learn how to write specific and relevant questions that guide research. Prior knowledge that is specific to a topic needs to be activated for students to ask a good question. Independence is encouraged when there is an expectation for students to work in collaborative groups and share what they know. From these conversations, questions related to the topic may be formed and lead to inquiry. They will be most interested in talking about questions that really matter to them. A student may ask why ducklings change their colours. Inquiry questions are open-ended and help students focus on a unifying idea and develop a true understanding of the topic by: • asking new questions • seeking possible answers • weighing options • problem solving to determine the best solutions • leading to a deeper level inquiry. Mini-lessons on choosing a good question may be required for some students and online teaching support is available at www.lpey.ca. Students may require help refining their question, seeing models of good questions formed using a Q-Matrix chart as a reference, and time to meet in groups to discuss their thinking and personal interests.

	is	did	can	would	will	might	should
Who							
What		LEVEL 1			LEVEL 3		
Where							
When							
How		LEVEL 2			LEVEL 4		
Why							

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- record a "Question of the Day." Questions may include: *What will the weather be like tomorrow?*, *How does snow melt?*, or *Why do animals hibernate in the winter?*
- introduce a "Question Box" for students to submit questions
- brainstorm topics of interest for inquiry-based learning projects
- think aloud when deciding if a question is a good inquiry question by asking:
    - *Could I find information on this question? Where?*
    - *Would I need to look in more than one place for information?*
    - *Is my inquiry question focused?*

Students may
- complete an interest survey to determine topics for inquiry
- revisit a list of "wonderings" and discuss which of them they'd like to use for their inquiry. Wonderings are listed in the fifth column of a RAN chart. See Appendix B9.

Connection

Teachers may
- model how to write specific and relevant questions that guide research using a topic explored in the curriculum or one of high interest (i.e., teeth, water, hockey, a specific singer or planet, etc.)
- provide a graphic organizer such as a brainstorming web to guide students as they develop inquiry questions for their topic

Students may
- select a topic from their survey results to research individually, with a partner, or in a small group
- evaluate questions in the "wonderings" column of a class RAN chart (Reading and Analyzing Non-fiction Strategy) to select questions that could be researched

Consolidation

Teachers may
- observe students generate specific questions about their research topic and note:
    - the types of questions asked
    - if questions are on topic
    - if questions lead to inquiry
    - if questions are formed independently
    - if prompting is required such as *I wonder why...? I wonder how...? Why do you think...? I wonder if...?*

Resources and Notes

Authorized

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B2: Q-Matrix from Spencer Kagan*
- *Appendix B3: Q Matrix Chart*
- *Appendix B9: Reading and Analyzing Non-Fiction (RAN) Strategy*
- *Appendix B10: Reading and Analyzing Non-Fiction*

Literacy Place for the Early Years Grade 2
- Resource Links: https:// www.k12pl.nl.ca/curr/k-6/ela/ grade-2/links/rv.html
    - Video: *Using the RAN Strategy*

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/rv.html
- teaching support for mini-lessons on choosing a good question
- MediaSmarts
    - Teacher Access Information: Username: nledt10 Password: wrhjm6
    - Student Access Information: Username: nleds10 Password: w4o0nl

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes	Focus for Learning
Students will be expected to 21.0 combine information from a variety of sources to seek answers to questions [GCO 5]	Developing an awareness of the relevance of the resources selected and determining which information is applicable may be challenging for grade two students. Teacher modelling and support in small groups will be required to foster independence in the self-selection of resources. Resources may be selected from the following categories: • digital texts (e.g., the Internet, e-books, podcasts, television, videos, etc.) • in person texts (e.g., guest speakers, community helpers, presenters, interviews, field trip presentations, etc.) • paper texts (books, magazines, charts, posters,newspapers, etc.) When self-selecting resources, students may consider the following: • visual appeal • familiarity with the author • length of text • illustrations and pictures • readability of text • relation to topic Teachers will need to model and teach how to view resources and how information may be recorded and organized using a graphic organizer. The RAN Strategy (Reading and Analyzing Nonfiction) uses a graphic organizer that acknowledges that not all background knowledge may be accurate and gives students opportunities to confirm what they think they know when it is found in a reliable source. To gather information suitable to a topic, students may be encouraged to place self-adhesive notes on printed texts when relevant information is discovered or select electronic texts from bookmarked sources.

RAN Strategy				
What I Think I Know	Confirmed	Misconceptions	New Information	Wonderings

When students read texts and learn that the information is different than what they believed to be true, they acknowledge a misconception. The new information that is different from their prior knowledge is noted in column three and further questions are then recorded for future inquiries.

It is a natural preference for students to retrieve information electronically. It is necessary for teachers to put structures in place to ensure Internet safety. Internet sites should be pre-selected to ensure age appropriateness and the relevance of the content. In GCO 7, students will focus on critically interpreting and responding to messages in texts. Determining the reliability of online information provides an authentic opportunity for students to critically view the messages presented. Students will require repeated opportunities throughout the year to learn how to question and view information.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- model ways to seek answers to the "Question of the Day", highlighting appropriate and relevant sources

Connection

Teachers may
- divide the class into two groups. Provide one group with a variety of questions and the other with the corresponding resources in which they can find the answers to the questions. Resources may include a website URL, book, magazine, hockey card, cereal box, game instruction card, CD jacket, etc. Students will match questions to resources to form pairs.
- form inquiry circles where groups of students work in pairs, investigate topics and questions of interest and view the same sources of information through the perspective of their assigned roles in their group

Role	Task
Messenger	• summarizes the big ideas and main points in the text • manages the group's discussion
Quiz Kid	• raises questions
Connector	• makes connections between self, other texts, and the world
Interpreter	• asks, "What does it mean?" and "Why is it important?"

Students may
- use a graphic organizer to record information

Consolidation

Students may
- identify and use various teacher selected sources such as books, magazines, websites, posters, newspapers, etc., to seek answers to research questions

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Reading Guide 2*, T*eaching Reading Strategies*
- Graphic Organizers
  - *Information*, page 214
  - *KWL Chart*, page 215
  - *Animal Facts*, page 216
  - *Research Organizer*, page 217
- *Animals in Our Lives Inquiry Unit Guide*
  - *Inquiry Circles,* page 75
  - *Inquiry Process Skills Checklist,* page 76
  - *Inquiry-Based Literacy Skills Checklist,* page 77

Resource Link: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
- Video: *Using the RAN Strategy*

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes	Focus for Learning
Students will be expected to 22.0 share relevant information from selected sources [GCO 5]	Students benefit from sharing their new understandings and learn new information from each other. In grade two, students will want to share new information learned. They must decide the best possible way to organize and share their information by: • creating a product, presentation, or demonstration • choosing an effective medium • selecting an audience Throughout the year, it is important for students to engage in opportunites to share their inquiry findings. Information may be presented formally or informally depending on the nature of the inquiry. Sharing may occur through oral, print, or media format. Possible ways to tell or show others about things that were heard, seen, or read may include: • Readers' Theatre - a short play is developed to explain main ideas on a topic • Advertising Campaign - posters, jingles, pamphlets, commercials, etc. may be created to persuade others to take action on a topic • Scrapbooking - an online scrapbook may be created to share journalled photographs about ideas learned in an inquiry • Class Inquiry Newspaper - articles are written and compiled on topics researched • Multi-media Production - digital texts may be created using blogs, web pages, digital stories, etc. This SCO, in the reading and viewing strand, lends itself to integrating SCOs from the other two strands in English language arts since sharing often includes a spoken or written medium. Regardless of the medium selected, it is important to promote a risk-free sharing environment that is conducive to student learning. Some students may integrate all three strands, a combination of two, or rely solely on one. **Sample Performance Indicator** Students who achieve this outcome should be able to: • share information from an inquiry in a curriculum area using a visual display. Include a variety of visuals such as pictures, models, maps, charts, and audio or visual clips to share information.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- share a presentation from a whole class inquiry developed by a former class to demonstrate connections made between the inquiry question, the information gathered, and the interpretation of the new learnings presented
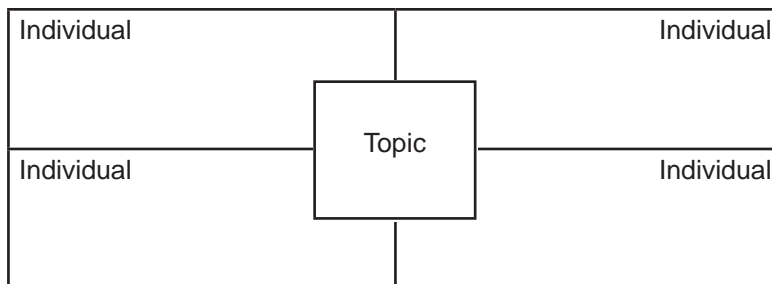
Students may

- share new information retrieved from a resource in a Turn-and-Talk activity
- engage in a Think-Pair-Share activity and link ideas in a text to an inquiry question

Connection

Students may

- participate in a sharing activity such as "I'm the Expert". Students are divided into pairs and each student is given two minutes to orally share new learnings about a question they formed through inquiry.
- form a group of four and record information on a shared topic using a graphic organizer resembling a placemat. Information in all four quadrants is discussed by group members and summarized by a spokesperson for the group.

Individual	Individual
	Topic	
Individual	Individual

Consolidation

Teachers may

- provide students with an opportunity to share what they have learned, discovered, or created with a variety of audiences that may include a partner, small group, whole class, school community, etc.

Students may

- choose a presentation format to share completed research with the class

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Animals in Our Lives Inquiry Unit Guide*
  - *Possible Ways to Share Learning,* page 63
- Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
  - *Conversation Kit Guide: Readers' Theatre* Lessons, pages 32-52

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

Students will be expected to

23.0 make connections from text-to-self, text-to-text, and text-to-world
[GCO 6]

Focus for Learning

Personal connections made to texts should be relevant, meaningful, and actually support comprehension. Good readers use their schema or background knowledge and personal experiences to think about and make sense of texts. Reference the chart below to note the key points and prompts for each connection.

Connections	Key Points	Prompts
Text-to-self	• the reader thinks about what is known from personal experiences similiar to those described in the text, experiences others have told them about, or events and information obtained from other texts • connecting text with a memory, an experience or prior knowledge • encourage personal connections before, during, and after a text is shared	• *Based on your own similar experiences, what do you think will happen next?* • *Can you remember a time when..?* • *Have you ever felt the same way as ...?* • *How are the events in your own life similar to or different from the text?* • *What do you know about this activity?* • *What does this picture/ video/story/website remind you of?*
Text-to-text	refers to connections made between and among any other texts that may be: • read, viewed, or heard • involving the content, genre, author, illustrator, illustrations, characters, setting, plot, tone, etc.	• *I read another book where...* • *That reminds me of...* • *These illustrations/ pictures are like/remind me of the ones in...* • *This author always...* • *This book is funny/sad like...* • *This character was in...* • *This is a story/part like...* • *This is similar to...*
Text-to-world	• refers to a connection between the text and something which is occurring or has occurred in the community, world, or history • relates what we read to local, national, or world news, current events, and historical events • prompt should occur during the reading to recall what is already known	• *How can you do your part?* • *What do you already do?* • *What did you learn?* • *What do you already know about...?* • *What does it remind you of in the real world?* • *Where did you see/hear about something like this?*

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- display an anchor chart with the three different connections to texts: text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W). Connections may be displayed individually to focus instruction on self, text or world.
- model connections to texts that are experienced during read alouds, shared, guided, and independent reading

Connection

Teachers may
- model text-to-self connections using digital conversation cards
- use guiding questions such as: *What does this picture/video/ story/website remind you of?*
- model text-to-world connections using a selection from a shared reading text such as, *What Can I Do for the World Today?* Ask the following questions after the text is read: *What will you do for the world today? What happens to materials that are not recycled and sent to the garbage?*

Students may
- create an interactive visual using cut-outs of two texts, a person, and a globe to represent connections made to texts. The silhouette of one of the texts may be attached to one of the other cutouts depending on the type of connection made. For example, attach the text and the globe using a paper clip if a text to world connection is made. The visual cut-outs may be used to make and share text connections in a *Think-Pair-Share* activity.
- create a text connection booklet using a printable PDF template online. When the booklet is folded, it includes eight pages.
- identify, compare and share connections on sticky notes during guided reading and display connection codes: T-S, T-T, and T-W
- use a Venn diagram to compare the text-to-text connections between a familiar text such as *Goldie Locks and the Three Bears* and the rewritten version in a play format

Consolidation

Students may
- write a text connection on a sticky note. Affix it to a class anchor chart displaying text connections. Examples may be shared and students can explain their reasoning for the categorization.
- use a graphic organizer to record details that support connections
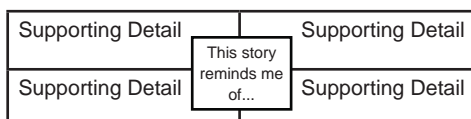
Supporting Detail	This story reminds me of...	Supporting Detail
Supporting Detail		Supporting Detail

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- Resource Links: https:// www.k12pl.nl.ca/curr/k-6/ela/ grade-2/links/rv.html
  - *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2
  - Lessons for Conversation Cards, pages 195-244
  - 20 Conversation Cards (print and digital format)
- *Making Connections Strategy Unit*
  - Shared Reading Lesson: *Goldie Locks and the Three Bears*, pages 41-48
  - Shared Reading Lesson: *Little Cubs Theatre Presents Goldie Locks and the Three Bears,* pages 51-57

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B8: Making Connections to Texts*

Social Studies:
- Dicovery Links
  - *Changes, Changes, What Can I Do for the World Today?*

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/rv.html
- Video demonstration on how to create a Stapleless Book

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes	Focus for Learning
Students will be expected to 24.0 express opinions about a variety of texts [GCO 6]	When students make personal connections to texts, they are in a better position to form and express opinions about the various texts they encounter. Exposure to a wide variety of text types and different authors and illustrators provide opportunities for students to express opinions. These experiences provide opportunities to consider the thoughts, feelings, and emotions evoked by texts and to make connections. A positive classroom environment values and supports the opinions of all members. Students will require help expressing opinions and disagreeing respectfully with the opinions of others and building on their previous experiences. Through these, they will elicit opinions in the context of natural conversations.

Students will be more comfortable expressing opinions about familiar texts rather than texts with unfamiliar information. Use of prompts such as puppets, photo cards, digital conversation cards, and open-ended questions may encourage students to express their opinions on:

- how each text makes them feel
- what each text reminds them of
- what they like best and least about each text
- what they would like to see different in the text
- why they would or would not recommend the text to a friend
- what they think about the text
- how the beginning, middle, or end is different than expected
- how their thinking changed or stayed the same after hearing the opinions of others
- how the opinions expressed by others helped to form their own
- how to disagree with another opinion in a respectful way

Personal responses to texts may be explored further in each strand of English language arts. Oral responses may include discussions about texts, drama, readers' theatre, role-play, puppet plays, etc. Written responses and other representations may include drawings, graphic organizers, response journals, paintings, models, etc.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- contribute to a classroom blog about texts read or viewed during read alouds, independent, shared, or guided reading. Opinions about texts are posted for classmates to read. Students should be encouraged to challenge the differing opinions of others in their postings.

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Literacy Place for the Early Years*
• use open-ended questions to elicit opinions about texts	• *Writing Guide Grade 2*
• observe student conversations as they are interacting with different types of texts	- *Opinion Summary*, page 248
• model how to express opinions politely and disagree respectfully in a variety of situations using role-play or puppets	- *How to Make Recommendations*, page 107
• read aloud from texts that lend themselves to forming opinions such as *Sister Anne's Hands* or *If Only I Had a Green Nose.* Encourage students to share their opinions.	Health:
Connection	• *Sister Anne's Hands* by Mary Beth Lorbiecki
Teachers may	• *If Only I Had a Green Nose* by Max Lucado
• stop at pre-determined words, sentences, pages, etc. during read-alouds, shared and/or guided reading sessions to encourage responses. Ask students to express their thoughts about how the text will develop, and how each new word, sentence, or page confirms, modifies, or alters their previous opinions.	
Students may	
• share a favourite and/or least favourite website, electronic or print text, song or video. Encourage students to express opinions about: how each text makes them feel, how each text relates to their world, and what they like best and least about each one.	
• participate in concerts, field trips, or guest speaker presentations to form and express opinions about these types of texts. Opinions will naturally emerge in conversations when open-ended questions are used as prompts.	
• use puppets and assume the role of a character in a story and express their opinions based on the role they play	
Consolidation	
Teachers may	
• form open-ended questions using the prompts suggested in column two on page 82. Note the development of student responses throughout the year.	
• use an object such as a cube to display the following text prompts: a surprising part, a funny part, an exciting part, a puzzling part, a part that made me think, and a part that made me feel a certain way. Toss the cube to a student and ask them to respond to the prompt on the upward face of the cube.	

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes	Focus for Learning

Students will be expected to
 	
25.0 support responses using text information and personal experiences [GCO 6]
	In previous grades, students were expected to share personal experiences. In grade two, students expand on the sharing by supporting their responses using information from texts. Students will find it more challenging to support their responses using text information than personal experiences. Explicit teaching and modelling will be required throughout the year. Many opportunities should be provided to practise supporting responses in other strands of the English language arts and curriculum areas. Students need to communicate about texts using support from the text. Specific prompts to focus on text responses may include:
	
	• *On page ___ , I noticed ...*
	• *The author said...*
	• *According to the text...*
	• *In the ___ stanza...*
	• *From the reading, I know that...*
	• *The graphic showed...*
	• *Based on the visual clues in the illustration...*
	
	Recalling or recognizing ideas and facts explicitly stated in texts requires a literal understanding. During instructional approaches for reading and writing, the following strategies may help students to comprehend the messages in texts and support their responses:
	
	• confirm predictions
	• retell information
	• summarize
	• locate specific information
	• locate specific text features
	• find supportive details
	• gain information from visual sources
	• understand problem/solution
	• recognize main idea
	
	Sample Performance Indicator
	
	Students who achieve this outcome should be able to:
	• give a "Book Talk" providing evidence from a text they are reading to support their opinions. Encourage prompts such as the following:
	   - *A piece of information that supports my opinion is ___*
	   - *I believe ___ because it said____*
	   - *I know that ___ is not true because the text includes pictures that show___*
	   - *I think ___ because on page ___ it says ___*

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- support student responses by creating an anchor chart displaying prompts, such as the ones listed in column two on page 84
- model responses that are supported using text information and personal responses
- introduce an acronym such as *Yes Ma'am* to assist students in supporting their responses

Acronym	Explanation	Prompts
M	**Me:** The first sentence of the response should reword the question and state a personal opinion or direct response to the question.	
A	**Author:** The first "A" prompts the student to look at what the author said and to include a detail from the text supporting the answer.	• In the text... • The text states... • According to the passage... • One example from the text... • The author states...
A	**Author:** The second "A" reminds the student that a constructed response requires multiple supporting details from the author.	• In the text... • The text also states... • According to the passage... • A second example from the text... • The author also states...
M	**Me:** The response ends with the student (me) explaining or interpreting the significance of the evidence.	• This shows... • This demonstrates... • I believe... • Now I know... • This proves...

Connection

Teachers may

- model the language suggested in column two to support responses

Students may

- use a graphic organizer to record an opinion about a text. The organizer should include a place to record the page number where the information is found. The opinion should be supported and validated using direct information from the text.

Resources and Notes

Authorized

Literacy Place for the Early Years:
- *Writing Guide Grade 2*
  - *How to Respond to a Fiction Book*, page 109
  - *How to Respond to a Non-Fiction Book*, page 110

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

Students will be expected to

26.0 identify the intended messages in a range of texts
[GCO 7]

Focus for Learning

Students need skills to identify the intent of messages. Using a combination of reading approaches, teachers model and guide students through a process of examining the intended messages within a variety of texts. Media texts such as commercials or songs expose students to messaging in other text forms. The following questions may be asked to help students understand the intended messages:

- What is the message?
- Who is sending the message?
- Who is the target audience?
- Why is the message being sent?
- What is being used to send the message (i.e., sound effects, music, catchy slogans, jingles, color, design, jokes, famous people)?

A range of texts to consider are explained in detail in specific curriculum outcome 17.0 on pages 62-65.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- find magazine or newspaper ads (digital or print) supporting messages found in children's literature selections such as *Make Way for Tooth Decay, The Tooth Book: A Guide to Healthy Teeth and Gums, One,* and *The Spork*. For example, *Make Way for Tooth Decay* may be paired with a tooth paste commercial.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- view a commercial found on YouTube, such as *Media Monkey*. Ask students, "*What message is the monkey sending to the girl*?"
- read aloud a variety of children's literature, such as *Just a Dream*, *The Great Kapok Tree* and *The Lorax*, and ask students to identify each author's intended message

Students may
- brainstorm places where messages can be viewed (e.g., cereal box, store bag, toy package, etc.) and record responses

Connection

Teachers may
- read or view the phrases from food or toy advertisements and have students identify the product and the slogan represented by a business. For example, *I'm lovin' it!* (McDonald's), *Always fresh!* (Tim Horton's), *Just Imagine!* (Lego), *If you can dream it, you can be it!* (Barbie). Discuss the intended message by asking, "What does the phrase really mean?"

Students may
- view various commercials and advertisements and identify the intended messages
- "Be an Ad Detective" by accessing online ads and examining pictures to find hidden advertisements
- work in a small group to identify the message of various items found in a mystery box. This box may contain pictures of cereal boxes, lyrics of popular children's songs, flyers, movie posters, etc.
- read poetry selections and identify the message

Consolidation

Teachers may
- provide students with a number of printed advertisements. Display message categories on a piece of chart paper. Ask students to sort the advertisements according to the intended messages (e.g., products that will make you healthier, products that will make you stronger, products that will make you smarter).

Students may
- access online activities such as "Create Your Own Ads" and "Design a Cereal Box"

Resources and Notes

Authorized

Health:

Health Grade 2 Curriculum Guide
- *Unit Four: All Around Me: My Environment*
  - "*Mystery Box Activity*", page 96

Just a Dream by Chris Van Allsburg

The Great Kapok Tree by L. Cherry

The Lorax by Dr. Seuss

Make Way for Tooth Decay by Bobby Katz

The Tooth Book: A Guide to Healthy Teeth and Gums by Edward Miller

The Spork by Kyo Maclear

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
- relevant news articles written for kids
- *Don't Buy It: Get Media Smart* is a media literacy web site for young people that encourages users to think critically about media and become smart consumers
- *Media Monkey:* A thirty second message created by the Concerned Children's Advertisers
- Video Clip: *The Messages in Texts*

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

Students will be expected to

27.0 respond critically to intentional and unintentional messages within texts [GCO 7]

Focus for Learning

Grade two students are still developing their own understanding of what is real and what is imaginary. They often believe what they see or hear to be the absolute truth and therefore, passively receive the various messages they encounter daily. They experience difficulty discriminating between a source that is reputable and one that is not. Texts are constructed by individuals who have particular points of view. Questioning the messages in texts should be an integral part of daily teaching and learning practices. Guiding questions must be modelled and asked to help students analyze texts (posters, digital conversation cards, books, videos, etc.) beyond the literal level. These conversations may evolve by asking the following questions:

- *What do I like or dislike about this?*
- *What do I think and feel about this?*
- *What might other people think and feel about this?*
- *What does this tell me about how other people live and believe?*
- *Is this trying to tell me something?*
- *Is the subject shown in a real-life manner?*
- *What has been included and what has been omitted?*
- *Who is represented here and how?*
- *Who is not here and why not?*
- *Does this represent/reflect my own experiences in the world?*

It is important to provide developmentally appropriate, real-world opportunities for students to challenge these messages. Critical literacy involves questioning assumptions that readers often take for granted. Whether watching a television program or listening to a new song, students need to understand how to effectively receive and respond to this information. A poster advertising "Pink Shirt Day" provides opportunities for students to take a stand on stereotypes, gender bias, etc., and bring about social change in the world through their individual contributions.

Sample Performance Indicator

Students who achieve this outcome should be able to:
- create an advertisement for a new product based on survey results from classmates about the characteristics they value in a new toy

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- play the first three minutes of the video, *Buy Me That.* Ask students if they have ever been disappointed with a new toy?
- read aloud from titles such as *If I Only Had a Green Nose*, *Sister Anne's Hands*, and *It's OK to be Different.* Ask students "Why" and "How" questions about the text using a Q-Matrix chart.

Students may
- participate in a *Show-and-Share* of toys that do not perform the way they are portrayed on television

Connection

Teachers may
- show a variety of children's commercials and generate a list of intentional actions that creators include when sending messages to intended audiences. For example, the toys may or may not be life-like, include music, feature celebrities, provide free items, etc.
- play a song or show a piece of art and ask students to identify the message. Write the artist to confirm the intended message.
- read a fractured fairytale, such as *Splinters* or *Cinder Edna*, where the main character does not engage in stereotypical behaviors evident in other fairytales read
- describe the males and the females in fairytales. Consider how they differ from girls and boys in the real world.

Students may
- listen to various nursery rhymes, such as *Rock-a-Bye Baby*, *Little Miss Muffet,* and *Hush My Little Baby* and identify the intended and unintended messages
- review a favorite commercial, explaining what components make it effective, such as a catchy slogan, color, voice, characters, or sound effects
- use online resources, such as the website for "*Buying Smart*", to develop an awareness of media influence on buying habits
- review books in weekly book baskets and note how the books are marketed for children. Look for evidence of gender stereotypes and how the use of font, color, illustrations, etc., may have influenced their book selection.

Consolidation

Teachers may
- provide students with a number of printed advertisements. Ask them to change the flyers to make them more appealing.

Students may
- create and present commercials for a favorite toy

Resources and Notes

Authorized

English Language Arts Grade 2 Curriculum Guide 2014
- *Appendix B3: Q-Matrix Chart*

Social Studies:

Social Studies Grade Two Curriculum Guide
- Commercial Activity, page 213
- Survey Activity, page 217

Health:

Sister Anne's Hands by MaryBeth Lorbiecki

It's OK to be Different by Todd Par

If I Only Had a Green Nose by Max Lucado

Suggested

Splinters by K. Sylvester

Cinder Edna by Ellen Jackson

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/rv.html
- *Buy Me That Too: A Kid's Survival Guide to TV Advertising from Consumer Reports*
- *What's in an Ad?*, from the website: *Don't Buy It Get Media Smart!*, commercials that convince consumers to buy products
- *Buying Smart,* from the website*: Don't Buy It Get Media Smart!*, an interactive website to help students recognize sales pitches used to sell products

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	Focus for Learning
Students will be expected to 28.0 discuss alternative perspectives to texts [GCO 7]	Texts depicting ethnic, gender, social, and cultural diversity may act as a springboard to encourage students to think about and respond to the world around them. Students learn to recognize that the way they think it is, or the way they sometimes see it, isn't necessarily the way it should be. Students will need to be introduced to point of view and experience different examples within texts. The intent of this outcome is to challenge students to recognize that there are often several points of view. A single text provides only one point of view, that of the text creator. It is important for students to examine each text to see how it positions them as they read, listen, and view. Discussions about texts should include how there might be an attempt to manipulate or persuade the audience. It is important to enhance alternative perspectives by posing thought-provoking questions to think about whose voice is represented or left out. Read-Alouds offer many opportunities to provide alternative perspectives. Consider the following examples:

* after reading, *Coyote Sings to the Moon*, consider asking, *If you were the moon, how would you respond to the coyote?*
* act out the story, *Pete the Sheep-Sheep*, from the perspective of one of the sheep, Brute, Tiny, or Fang
* tell a story from the perspective of a character whose voice is not heard. One of the original owners of the ten dogs featured in *Stay* may be a possibility.

Sample Performance Indicator

Students who achieve this outcome should be able to:
* participate in a "character substitution" activity by replacing a character such as Cinderella with a character of a different personality such as SpongeBob. Explain what the character would say or do if they were in the story.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- introduce point of view using fairytales that contrast the traditional versions. Titles may include: *Honestly, Red Riding Hood was Rotten!: The Story of Little Red Riding Hood as Told by The Wolf, Believe Me, Goldilocks Rocks!: The Story of the Three Bears as Told by Baby Bear.*
- pose questions for students to take a stand and discuss differing points of view. Questions may include: "Do you like Music?" or "Do you think iPods should be allowed in the classroom?"
- assign roles, such as principal or parent, and brainstorm ideas on a topic such as extended recess from this new point of view.

Students may

- work in small groups to brainstorm occupations and how life would be different "walking in these shoes." A comic depicting "A Day in the Life of…" may be created and presented to the class.

Connection

Teachers may

- read *The True Story of the 3 Little Pigs*, a fractured fairytale portraying a villain in a more positive light. Construct a Venn diagram to compare and contrast the villain's version of events with that of the heros/heroines. Comparing Jack and Kate is another option using *Jack and the Beanstalk* and *Kate and the Beanstalk*.
- give voice to a silent character's thoughts and feelings by discussing titles, such as *Stevie*

Students may

- role play an interview with a villain from a story to hear his/her point of view and present three reasons/excuses proving the villain's innocence
- respond to the book, *How Full is Your Bucket? For Kids* or *The Quarrelling Book*, by writing notes as expressions of empathy
- respond after viewing a movie, listening to a song, or reading a poem by considering an alternative perspective such as switching gender, setting, body style, clothing, temperament, ethnicity, etc.
- participate in a "Read-Pause-Sketch" activity. Partners take turns reading a page, pausing, sketching an idea from the page, and sharing their perspectives throughout the reading.

Consolidation

Teachers may

- use a shared writing approach with *A Letter to All People* by creating a letter to Melisa suggesting ways to balance the needs of the environment with population growth

Resources and Notes

Authorized

Literacy Place for the Early Years
- Read Alouds
  - *Coyote Sings to the Moon* by Thomas King
  - *Pete the Sheep-Sheep* by Jackie French
  - *Stay* by Michaela Muntean

Social Studies:

Grade 2 Discovery Links Social Studies Curriculum Guide
- *A Letter to All People,* page 105

Suggested

The True Story of the 3 Little Pigs by J. Scieszka

Honestly, Red Riding Hood was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf by Trisha Speed Shaskan

Believe Me, Goldilocks Rocks!: The Story of the Three Bears as Told by Baby Bear by Nancy Loewen

Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant by Eric Braun

Jack and the Beanstalk by Steven Kellogg
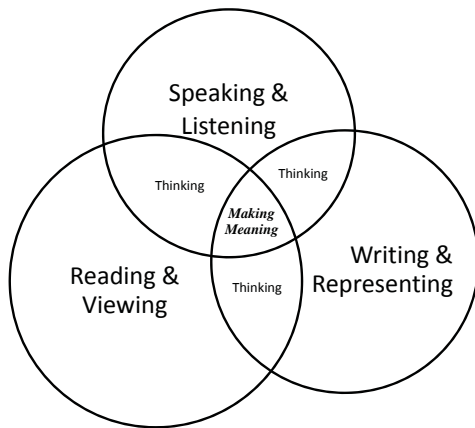
Kate and the Beanstalk by Mary Pope Osborne

Stevie by John Steptoe

How Full Is Your Bucket? For Kids by Tom Rath

The Quarrelling Book by Charlotte Zolotow

Writing and Representing

Focus

Speaking & Listening

Thinking

Thinking

Making Meaning

Reading & Viewing

Thinking

Writing & Representing

Writing and representing allows students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

In writing and representing, students must decode, understand, evaluate and create a variety of forms and reflect on the creation process.

Outcomes Framework

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

- use writing and other forms of representation to
    - formulate questions
    - generate and organize language and ideas
    - discover and express personal attitudes and opinions
    - express feelings and imaginative ideas
    - record experiences;
    - explore how and what they learn
- explore, with assistance, ways for making their own notes
- experiment with language choices in imaginative writing and other ways of representing

29.0 express feelings and imaginative ideas through writing and representing
30.0 reflect on learning through writing and representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

- create written and media texts using a variety of forms
  - experiment with the combination of writing with other media to increase the impact of their presentations
- demonstrate some awareness of purpose and audience
  - make choices about form for a specific purpose/audience
- consider their readers'/ listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning

31.0 use various text types and forms in writing and representations
32.0 understand that texts are created for a purpose and an audience
33.0 create text types and forms for specific purposes and audiences
34.0 seek feedback in the creation and further development of texts

GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies
- use some conventions of written language
- experiment with technology in writing and other forms of representing
- demonstrate engagement with the creation of pieces of writing and other representations
- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing

SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade. Outcomes for Grade 3 are not listed below since they are currently under revision for a new implementation in 2015-2016.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Grade 1	Grade 2
8.1 use imagination in writing and other forms of representation	29.0 express feelings and imaginative ideas through writing and representing
8.2 use writing and other forms of representation to communicate a personal message	30.0 reflect on learning through writing and representing

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Grade 1	Grade 2
9.1 create a variety of different text types and forms	31.0 use various text types and forms in writing and representations
9.2 consider audience and purpose when producing texts	32.0 understand that texts are created for a purpose and an audience
	33.0 create text types and forms for specific purposes and audiences
	34.0 seek feedback in the creation and further development of texts

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision, and effectiveness.

Grade 1	Grade 2
10.1 engage in the processes of writing	35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing
10.2 use the traits of writing to communicate ideas effectively	

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	Focus for Learning
Students will be expected to 29.0 express feelings and imaginative ideas through writing and representing [GCO 8]	Students require support and encouragement to use their imaginations as they explore and take risks when writing and representing. Samples may be collected and dated in a portfolio to revisit in different stages of the writing process. Learners express themselves creatively and demonstrate in many ways that messages have been read, understood, heard, or viewed. It is important to represent information using a variety of forms rather than relying solely on written text. Various writing and other forms of representation encourage students to use their imagination and may include:

- drawings/paintings
- audio/video clips
- foldables
- reflection notebooks
- models
- collage
- media production
- text innovations
- photography/animations
- dramatization/dance
- tables, charts, maps, diagrams
- logs

Opportunities to use imagination in writing and representing should be integrated throughout each of the following instructional approaches:

Modelled writing offers the most support to young writers. Students observe while the teacher talks aloud and demonstrates writing. This is sometimes referred to as a "Think-Aloud Approach." This allows teachers to highlight strategies used by good writers and make connections between reading and writing.

Shared writing provides opportunities for teachers and students to work collaboratively on the creation of a common text. Together, they contribute ideas for the text which are mostly scribed by the teacher. Individual students are encouraged to participate in the writing. This is often referred to as "sharing the pen." Shared writing can be taught in large or small group settings for all areas of the curriculum.

Guided writing offers scaffolded support to small groups of students with a common need such as proper use of capitalization. They are brought together for a mini-lesson and the teacher supports the students as needed. Students then practise the strategy in the group setting or independently.

Independent writing time encourages students to apply new writing skills and strategies. When self-selecting topics, they use their imaginations to compose and construct texts at their own level. A brief amount of time should be allocated daily for students to write independently with minimal teacher support. This usually occurs in guided reading and writing groups.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- use a variety of instructional approaches to writing including: modelled, shared, guided, and independent
- use text innovations to encourage students to substitute key words or parts of speech in a line of a rhyming poem, such as *The Bear,* or simple, structured texts using patterned sentences. Children's literature may also be used to vary a part of a text, a sentence, key words, etc.

Students may
- role play or create a character/setting/conflict/plot from a familiar children's literature selection by writing these elements on cards for student selection

Connection

Teachers may
- model text innovations by substituting key elements within an organized text such as *We are Wolves.* Model how characters, events, and settings may be substituted in the narrative.

Students may
- represent their ideas using *Foldables.* Different styles of foldables may be created using suggestions outlined in *Foldable Basics*.
- choose their own topics, text types, and forms to create digital texts using applications such as *Smilebox, Little Bird Tales, Photo Story*, etc. Online tutorial videos are available to guide first-time users.

Consolidation

Teachers may
- collect writing samples in portfolios throughout the year
- use a Story Box template in a mini-lesson on the elements of story: character/setting/conflict/plot. The template is divided into six sections or story boxes. Each element is represented in the boxes and two story boxes represent the events.
- assess a student's ability to organize his/her imaginative ideas for writing using a *bookmark template.* They provide a small space for writing which may be divided into three sections for the beginning, middle and end of a text. Students may visually represent the ideas included in their writing on the other side.

Students may
- demonstrate their imaginative ideas by illustrating and writing a basic story structure using a story box template

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Writing Guide*
  - *Instructional Approaches for Writing*, pages 21-33
  - *Written Literature Responses,* pages 143-148.
  - information specific to *Story Boxes* can be found on page 147
  - *Story Boxes* template, page 246
- *Between Friends: The Bear,* page 8 & 9 (Big Book, Little Book, and digital format)
- *Analyzing Strategy Unit*
  - Read Aloud: *We are Wolves*

Health & Wellness Grade 2, Teacher's Edition
- *Foldable Basics* by Dinah Zike

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
- Online Conversation Kit Guide
  - Lesson for *Between Friends: The Bear*, pages 111-114

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
- *Storybird* is a website used to make stories with images provided by artists.
- *Storyjumper* is a website used to build books that can be ordered and published
- *Smilebox* is a website to create cards, invitations, collages, slideshows, etc., using photos, text, and music.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Outcomes	Focus for Learning

Outcomes

Students will be expected to

30.0 reflect on learning through writing and representing [GCO 8]

Focus for Learning

Student experiences in grade one include communicating thoughts, feelings, and ideas through writing and other forms of representation. In grade two, students learn to reflect on their learning and how they can learn by thinking about what they do and connecting it to what they already know.

The three-phase model, *What? So What? Now What?* promotes reflection in learners and can be used as a journaling activity that supports and encourages students to become reflective learners thinking about what they do.

Phases	The "What" Phase	The "So What" Phase	The "Now What" Phase
Purpose	*presenting the facts of what was experienced or observed*	*analysing the event, presentation, or activity to find meaning*	*taking lessons learned and looking at how understanding has changed as a result of the new learning*
Guiding Questions	*What happened?* *What did you do?* *What problem did you solve?* *What were the results of the event?* *What were the speaker's main points?*	*What did you learn?* *What does this new learning mean to you?* *How is your new learning different than what you expected?* *How can you relate this new information into your life?*	*How can you use your new learnings to make a difference in the future?* *What can you do to help this situation?* *What would you like to learn more about?* *What information can you share to help make a difference?*

Students experience the most success communicating their knowledge when their representations and written attempts are based on authentic learning experiences. Refer to the bulleted list included in SCO 29.0 for examples of representations and SCO 31.0 for charts on text types and forms. Students reflect and think about their thoughts, feelings, and experiences in writing and representing engagements. Authentic engagements can easily be found using cross-curricular ideas such as caring for the environment, animals, and people.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	*Literacy Place for the Early Years Grade 2*
• use visuals such as those on the digital conversation card, *Speed Racers,* to discuss and reflect on the feelings of the characters viewed. Consider the point of view of each character in the reflection and consider using reflective prompts such as those included in the *Analyzing Unit Teaching Guide.*	• *Active Learning Kit*
	- Digital and large format Conversation Cards: *Speed Racers # 4 and Yummy Café # 9*
• present a learning bag on a particular topic of study such as technology. The bag should include objects that can be used to demonstrate understanding and may include a rotary telephone, toddler's cup, record player, cellular phone, iPhone, etc. Reflect on the contribution of each object to the quality of our present day life.	- *The Vacuum Cleaner's Revenge,* pages 14-15 from *An Early Worm Got Out of Bed*
Students may	• *Analyzing Strategy Unit*
• dramatize a scene portrayed on a visual such as the conversation card, *Speed Racers*. After taking on the role and perspective of a character from the scene, write a journal entry from the perspective of the character chosen.	- Oral Language Conversation Card Lessons: *Speed Racers*, pages 10-13 and *Yummy Café, pages 54-58*
• reflect on new learnings by making a collection of objects that represent information learned from a particular topic of study. Share the collection with classmates during a *Show-and-Share* session	• *Self-Monitoring Unit*
	- Shared Reading Lesson for *The Vacuum Cleaner's Revenge,* pages 36-39
Connection	• *Predicting Strategy Unit*
Students may	- Shared Reading: *The 10 Best Things About Canada* by Susan Hughes
• reflect on their knowledge of healthy foods and create a menu using drawings or clippings from grocery store flyers. The *Yummy Café* conversation card, school cafeteria menu, or *Canada's Food Guide* may be used as visual writing prompts.	- Shared Reading Lesson: *The 10 Best Things About Canada* by Susan Hughes, pages 22-29
Consolidation	
Teachers may	
• use a shared reading selection such as the *10 Best Things About Canada,* to brainstorm possible ways to vary parts of the text, i.e., sentences or key words, to create text innovations on a particular topic of study	
• read the poem *The Vacuum Cleaner's Revenge* without revealing the title. Ask students to infer the object in the poem and provide evidence to support their choice.	
Students may	
• develop a list of the ten best things about a topic, create a page for each one and place them in a book. Topics may include: celebrities, towns, vacation destinations, sports, school, etc.	
• vary parts of the text, sentences, key words, etc. in *The Vacuum Cleaner's Revenge* to create a text innovation.	

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes

Students will be expected to

31.0 use various text types and forms in writing and representations
[GCO 9]

Focus for Learning

Students require opportunities to interact with various text types and forms to develop confidence in representing their thoughts and ideas while using many different forms of writing. To expose students to the various text types and forms, it is important to provide explicit instructional approaches using modelled, shared, guided and independent writing. The text types referenced in the tables that follow also support those referenced in GCO 4 of the reading and viewing strand. The tables also highlight the features to include when teaching and assessing student writing.

While the order in which the specific text types are presented may vary, it is suggested to begin with retellings or procedural type texts. Familiar reading and viewing experiences with these two text types in previous grades enables students to relate this prior knowledge to the new learning of these text types when writing and representing. Procedural texts tell the reader how to do something. By encouraging students to read, write, draw, and discuss the different types of procedural texts throughout the year, the use of language and text features will be more evident in their writing.

Whether engaged in collaborative or individual writing, students need opportunities to write for authentic purposes. Cross-curricular instruction effectively provides these experiences, encouraging students to use the text types which most effectively express their learning. For example, a procedural poster may be created in Health, teaching classmates how to play a favourite outdoor game and a booklet may be written to provide instructions on how to make an object that moves in Science.

Procedure	
Purpose: describes how to complete a specific task or activity	
Examples of Forms	Features:
- recipes - science experiment - schedule - rules - directions - map with directions - instructions for a game - to-do lists - grocery lists - diagrams - graphic organizers	- includes a list of materials - presents steps sequentially - explains how to complete a specific task/activity - uses action words - written in present tense - uses illustrations or photos - uses linking words regarding time (e.g., then, next)

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- show a "How It's Made" video and discuss the importance of sequential steps

Students may

- play an art barrier game and draw what is read aloud from the written directions read by the teacher. Afterwards, display the original drawing and the reproductions to analyze and discuss how the written directions may be edited to create more accurate drawings. Discuss the importance of giving logical and sequential steps when creating procedural texts.

Connection

Teachers may

- invite students to bring procedural texts from home to create a collection. Texts may include: fire evacuation plans, cake mix boxes with printed directions, recipe books, a manual for a new phone or toy, a poster showing the steps for CPR, Lego® manual, a video about performing magic tricks, etc.
- divide students in small groups and provide them with Post-it Notes®. Ask them to look at the collection of texts to find specific text features of procedural texts: steps that are bulleted, numbered, or in paragraphs; linking words regarding time, headings, subheadings, photographs, labels, and/or diagrams that help clarify the instructions.
- create an anchor chart for procedural writing from the examples of text features noted in the collection

Students may

- contribute to a class discussion about procedural text features to include on an anchor chart using specific examples found
- participate in a scavenger hunt around the school to find different examples of procedural texts
- use a checklist to determine which found objects fit the definition of a procedural text
- sequence a disorganized recipe

Consolidation

Teachers may

- create a student-generated list of "How-to" topics which may include playing a game, making a snack, blowing a bubble, building a block tower, etc.

Students may

- use a procedural text organizer to create a procedural text on a self-selected topic

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *Procedure*, pages 101-110
  - *Rating Scale for Procedural Texts,* page 111
  - *Procedural Text Organizer,* page 112
- Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
  - *Barrier Games,* pages 79-81 from the *Conversation Kit Guide, Grade 2* may be downloaded using the password: con2r5w2

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html

- Science Channel website offers the show, *How It's Made*. It explores how many of the everyday objects or products are made. The show visits dozens of assembly lines where raw materials become finished products right before the viewers' eyes.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes

Students will be expected to

31.0 use various text types and forms in writing and representations
[GCO 9]

Focus for Learning

The reader is told what happened in a retell text. Familiar reading and viewing experiences with retellings in previous grades enables students to relate this prior knowledge to the new learning of this text type when writing and representing. Personal retells such as drawings of events or diary entries from a family vacation are commonly selected by students in grade two as their writing form. It is suggested to begin with retellings or procedural type texts when determining the order in which the specific text types are presented.

Retell	
Purpose: recounts experiences and events in the lives of specific people or characters	
Examples of Forms	Features:
- anecdote - poem - biography - autobiography - diary - journal - newspaper article - magazine article - timeline - personal account - photo story - storyboard - letter - interview	- recounts past events that are real or imaginary - sequences events - includes a title - includes who, when and where - uses illustrations or photos - includes personal comments and observations

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- share a sampling of postcards to show how photos in a retelling match the writing and enhance the retelling of a past experience or event
- use the following guided reading selections as examples of retellings: *Postcards from Hawaii, African Dance Class, Flying Acrobats,* and *Joe's Big Surprise.*

Students may
- select a photo that captures an event, place, or experience and write about it on a postcard template
- use a *Retell Text Organizer* to plan written retellings

Connection

Teachers may
- read the shared reading selection, *Come to the Pow-wow!* and use the five-finger retelling strategy; Fingers represent: characters (thumb), setting (1st finger), beginning (tall finger), middle (ring finger) and end (little finger). A student tells about the characters while everyone holds up their thumb. Repeat this process until the setting and main story events have been identified.

Students may
- work with a group and use a *Retell Text Organizer* to retell an age-appropriate news article found online at *Teaching Kids News*
- present their retellings to the class and give positive feedback and suggestions for improvement to other groups who present

Consolidation

Teachers may
- brainstorm a list of local news headlines, community events, field trips, school activities, etc.

Students may
- work in pairs and create an article on a local news headline, community event, field trip, school activity, etc. Articles are compiled and submitted to a classroom newspaper, web page, or blog.
- design storyboards to plan a video clip

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- Writing Guide
  - *Retell*, pages 114-127
  - *Rating Scale for Retell Texts,* page 125
  - *Retell Text Organizer,* page 126
- Retellings from Guided Reading Selections
  - *Postcards from Hawaii*
  - *African Dance Class*
  - *Flying Acrobats*
  - *Joe's Big Surprise*
- *Synthesizing Strategy Unit: Shared Reading Text*
  - *Come to the Pow-wow!*

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
- relevant news articles written for kids, educators in the classroom, and parents at home
- Video Clip: *Using Storyboards and Videos to Represent*

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to *31.0 use various text types and forms in writing and representations [GCO 9]*	Narrative texts can be fictional or non-fiction. They tell the reader a story or describe and comment on life. Grade two students will connect to this type of text through their experiences reading and listening to fictional narratives. They will rely on these experiences to transition to writing in this text type. Writing narrative texts will help provide a foundation in writing persuasive, descriptive, and retell texts.

<table>
<tr><td colspan="2" align="center">Narrative</td></tr>
<tr><td colspan="2">Purpose: tells a story, entertains, instructs, or comments on life</td></tr>
<tr><td align="center">Examples of Forms</td><td align="center">Features:</td></tr>
<tr><td>

- story
- fairytale
- comic strip
- diary
- journal entry
- letter
- poem, chant, song, rhyme
- short story

</td><td>

- beginning, middle, and end
- includes a setting
- includes characters
- sequences events
- shares a story with the reader
- uses illustrations
- uses photos
- may include a message

</td></tr>
</table>

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- show the video, *The Girl Who Hated Books* to highlight and discuss the elements of narrative associated with familiar stories. For example, the element of character is explored when Meena reads through the texts placing characters in texts where they belong.
- use the *Tea Party* strategy as a pre-reading activity to group students and explore elements of narrative texts. Key phrases from a narrative story such as *Me and Mr. Mah or The Wolf Who Cried Boy* are written on cards. The specific phrases on the cards provide clues about story elements such as setting, events, and characters. Students share their cards to make predictions and connections about the unseen narrative.

Students may

- discuss the elements of narrative associated with familiar narratives such as those viewed in *The Girl Who Hated Books*
- write and display a "We Think" paragraph to record predictions made during the *Tea Party*
- compare and contrast "We Think" paragraphs in groups

Connection

Teachers may

- read aloud the selected narrative and ask students to revisit "We Think" paragraphs
- use a shared writing approach to introduce the elements of a narrative using a graphic organizer such as a story map, story box, or narrative text organizer
- use an interactive website to explore the elements of a story
- give pairs of students a narrative with blank story element cards

Students may

- compare and contrast "We Think" paragraphs with the actual narrative to determine how closely their predictions match
- contribute to a class discussion on the various questions posed on the interactive website for *Elements of a Story for Cinderella*
- read a narrative and design story element cards for the text which include: characters, setting, problem, events, and resolution

Consolidation

Students may

- use a graphic organizer to plan an adapted version of a narrative text by changing the setting, characters, story events, problem, and/or resolution. Illustrate and share the adapted stories.
- match elements of story cards with corresponding narrative texts

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *Narrative*, pages 73-82
  - *Rating Scale for Narrative Texts*, page 84
  - *Narrative Text Organizer*, page 85
- *Making Connections Strategy Unit: Read Aloud*
  - *The Wolf Who Cried Boy*

Religion:

Talespinners Collection (2-disc DVD set) National Film Board

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/wrp.html

- *The Girl Who Hated Books* is an animated short story from the *Talespinners Collection*

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/wrp.html

- twenty-five language arts graphic organizers such as *Story Map 2*. The PDF documents include a clickable Table of Contents to quickly retrieve and print the one you want.
- *Annenberg Learner Website* includes multimedia resources for teaching and learning. It explores the elements in interactive stories such as *Cinderella*.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to *31.0 use various text types and forms in writing and representations [GCO 9]*	Persuasive texts persuade the reader to do, think, or believe something. Grade two students will require experiences distinguishing between fact and opinion. Their experiences with persuasive texts are most likely limited to the advertisements they viewed or heard through media. They will rely on these experiences during their initial attempts writing persuasive texts.

Persuasive	
Purpose: presents an argument from a specific point of view so as to persuade others to change their thinking, beliefs, and/or take action to promote change.	
Examples of Forms	Features:
- advertisement - signs and posters - book covers - advertisement for a book - interview - postcard - letter - poem - review - brochure	- states personal view or request on topic in opening sentence - includes one or two supportive arguments - uses linking words associated with reasons (e.g., therefore, because of) - uses facts and opinions - writes in first person point of view - uses illustrations to show details and to support arguments. - restates personal opinion in a concluding statement

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- introduce the shared reading text, *Should Children Choose Their Bedtimes?,* to help students identify features of persuasive texts

Students may

- use adhesive notes in an **After-Reading** activity to highlight the features of persuasive texts such as those found in, *Should Children Choose Their Bedtimes?*

Connection

Teachers may

- create a graphic organizer using the analogy of an OREO cookie for persuasive text organization. The top biscuit is the opening sentence that states a personal view, followed by the icing which represents three supporting reasons. The bottom biscuit is the closing statement.
- discuss the use of linking words in persuasive writing
- show a short commercial highlighting the features of persuasive text
- create a collection of persuasive texts

Students may

- note examples of linking words used in the shared reading text, *Should Children Choose Their Bedtimes?* Words include: first, second, third, because, also, and, etc.
- work in pairs and complete a *Persuasive Text Organizer* on a book from the collection of persuasive texts
- complete an OREO graphic organizer on a commercial such as *My Dad's a Space Alien*

Consolidation

Teachers may

- generate a list of topics with students for persuasive writing. Suggestions may include: *The Best Class Pet, A Shortened School Year, Longer Recess, and Different Cafeteria Menus*.

Students may

- write a persuasive text in a five page OREO shaped booklet. Each page is connected to the skills and features of a persuasive text. The top and the bottom of the cookie will be the front and back cover of the booklet and include the opening statement and the closing statement. Three white sheets in the middle will include the supporting reasons.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *Persuasive*, pages 87-97
  - *Rating Scale for Persuasive Texts,* page 98
  - *Persuasive Text Organizer*, page 99
- *Evaluating Strategy Unit Teacher Guide:* Shared Reading Text Lesson
  - *Should Children Choose Their Bedtimes?,* pages 21-27

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html

- PDF file on Opinion Writing by Emily Bonnemort and Melissa McGary includes the OREO graphic organizer for persuasive writing
- Audi commercial, "*My Dad's a Space Alien*"

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to *31.0 use various text types and forms in writing and representations [GCO 9]*	Descriptive texts provide information, details, and description about a topic. Descriptive texts are often developed over a period of time and the writing may go through the various stages of the writing process. Grade two students enjoy writing reports and planning the features to include such as a table of contents, captions, and pictures.

Description	
Purpose: informs readers about a topic	
Examples of Forms	Features:
• wanted posters • Venn diagram • poem • speech • report • visuals using found materials • identification card • letters • magazine articles • newspaper articles • amazing facts • question-and-answer	• includes an introduction • stays on topic • uses sensory words for description • uses facts • uses illustrations or photos • includes a conclusion

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- model the creation of a class monster. Monsters may be drawn, formed using plasticine or clay, or made using found materials such as cotton spools, nuts, bolts, pipe cleaners, and yarn. Afterwards, write a description of the monster in shared writing.
- read aloud from a descriptive text. Ask students to determine how the structure of the book supports the descriptive writing. Note the introductory sentences used, supporting facts, and conclusion.

Students may
- write a written description of a created object
- work with a partner to create a page for an *Important Class Book* about important objects in the classroom. The book will model the structure of the descriptive text, *The Important Book.*

Connection

Teachers may
- provide barrier boards to pairs of students to hide their drawing of each others descriptive text
- read *We are Wolves.* Place words used to describe the wolves on a web. Group students to develop their own word web to describe the students in the group. Display the webs near a class word wall.

Students may
- read their partner's written description and draw the monster as it is described in the writing. Compare the original drawing of the monster to the one drawn using the descriptive writing. Pairs will discuss the similarities and differences and provide constructive feedback on the additional details that may be required.
- choose words from the various webs and alpha boxes to create a page for a class book, *We are Students*

Consolidation

Teachers may
- discuss how the suggestions from partners may be used to revise written descriptions and encourage reflective dialogue
- read aloud *The Ten Best Things about Canada.* Generate a list with students about topics they would like to write about in their own *Ten Best* book.

Students may
- revise their monster writing and partner with a different student to repeat the connection activity
- research a topic and create a *Ten Best* text

Resources and Notes

Authorized

Literacy Place for the Early Years *Grade 2*
- *Writing Guide*
  - *Types of Writing: Description,* pages 42-54
  - *Rating Scale for Descriptive Texts,* page 55
  - *Descriptive Text Organizer*, page 56
- *Analyzing Strategy Unit:* Read Aloud
  - *We are Wolves*
- *Predicting Strategy Unit:* Shared Reading Text
  - The *10 Best Things About Canada*

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
- *The Important Book* by Margaret Wise Brown is read by Gary Eisenberg, 2nd Grade Teacher, Padan Elementary School, Vacaville, CA

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning

Outcomes

Students will be expected to

31.0 use various text types and forms in writing and representations [GCO 9]

Focus for Learning

Students often pose questions as they encounter new information. Explanatory texts answer these questions and tell the reader how and why things are the way they are, or how things work. This text type may also provide information using labelled illustrations that provide detail. Reading and writing experiences with explanatory texts may be limited for Grade two students. Their curiosity about new learnings will provide an authentic purpose to conduct research on information about a topic of interest.

Explanation	
Purpose: informs the reader how an object/process works, how it was developed, and/or its relationship to the world	
Examples of Forms	Features:
- question-and-answer text - report - vocabulary book foldable - newspaper article - magazine article - poem - journal - diary - speech - definition	- defines the topic - describes the pieces included in the topic - explains how/why - sequential - title relates to the topic - uses illustrations, photos, labels and captions - uses vocabulary specific to the topic - summarizes information

Sample Performance Indicator

Students who achieve this outcome should be able to:

- record the text type and form on a checklist for each entry placed in their portfolio. The checklist can be used when deciding which type and form to use when writing and representing to ensure a variety of writing samples throughout the year. The checklist may include an anecdotal section to reflect on their thoughts when writing using a particular text type, genre, and/or form.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may
- read aloud an explanatory text such as *How Does a Trick Candle Work?* Discuss the features included in explanatory texts such as illustrations, labels, photographs, and captions.

Students may
- share stories from their lives about a time when they received explanations that were unclear or confusing

Connection

Teachers may
- collect and display a variety of explanatory texts for a scavenger hunt. Prepare clues for each text in the collection. For example, a clue to search for a travel brochure may read, "*I can tell you all of the things that you will enjoy on your vacation.*"
- choose any two resources from the scavenger hunt and complete a Venn diagram to compare and contrast their characteristics
- use a foldable pattern sometimes referred to as an *Origami Fortune Teller* to model the recording of questions and responses about topics in cross curricular areas. For example, questions about insects may include: "*Do most insects have wings?, How many body segments does an insect have?, How many legs do insects have?*" They may be written on the outside flap of the *Origami Fortune Teller* and the responses to each may be recorded on the inside of the corresponding flap.

Students may
- work in small groups to create questions and responses explored in explanatory texts. Questions and responses are recorded on an *Origami Fortune Teller* pattern.

Consolidation

Teachers may
- create a student-generated list of topics to research
- provide a variety of explanatory texts for student research

Students may
- research a topic of their choice using explanatory texts

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Writing Guide*
  - Types of Writing: *Explanation*, pages 58-69
  - *Rating Scale for Explanatory Texts,* page 70
  - *Explanatory Text Organizer*, page 71
- *Active Learning Kit*
  - *How Does a Trick Candle Work?,* found in the shared reading text, *Let's Celebrate!*

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html
- *PBS Kids* website provides a template and directions to make an *Origami Fortune Teller*

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 32.0 understand that texts are created for a purpose and an audience [GCO 9]	To get a true understanding of an author's purpose, students need frequent opportunities to explore various texts. This exploration will help them determine the different purposes authors have for writing texts. Authors write to **entertain** people and elicit emotions. They also write to **persuade** or convince their readers to believe in something. Sometimes authors write to **inform** or teach the audience about something. Students develop a sense of audience by writing for audiences they know. The use of mentor texts to teach the various forms of writing strengthens both receptive and expressive language. Examples of forms are included in SCO 31.0. Frequent opportunities are also required to analyze how writers choose text forms according to their purpose for writing. They will develop their own confidence in choosing and creating the language form which matches the purpose and audience for their own writing. It is important to gather and display mentor texts which students may easily access. A collection may include: • bake sale notice • birthday party invitation • church bulletin • flyer from a local recreation complex advertising rental space for birthday parties • grocery list • notice of upcoming events • permission slip • classroom list of student-generated rules • photo story of a field trip • brochure/pamphlet • cafeteria menu • sampling of questions to ask a guest speaker • blog about a classroom event • school newsletter • sponsor sheet • postcards • horoscope • comic strip • weather bulletin

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- collect and read parts from several books which would not be a "good fit" read aloud for grade two students. Examples may include a toddler bath book, a thick small-print novel, an operating manual for a microwave, and flyers. Ask students to choose one of the texts from the collection that interests them. When students express confusion, explain that these texts are not a "good fit" since they are not written for a grade two audience. Introduce the term audience and match each text to a teacher made card identifyng the various intended audiences.
- read versions of *Cinderella* written for different audiences. Examine the different word choices, settings, events, etc.

Students may

- browse through a collection of books from the six text types described in SCO 31.0. Use the following anchor chart to record the purpose and audience for the text.

Title	Author	Purpose	Audience
Grocery Flyer	Local grocery store	to advertise specials and attract customers	adults who shop for the household

Connection

Teachers may

- show the interactive website, *Determining Writing Audience,* and provide time for discussion to critically explore the various options in each of the questions. Responses are limited and provide opportunities to make connections to GCO 7.

Students may

- sort through a selection of texts such as real letters, notes, e-mails, postcards, newspaper articles, and invitations to determine the purpose: to entertain, to inform, or to persuade

Consolidation

Teachers may

- create a class set of character cards including: a kindergarten student, a cook, a scientist, a sixth grade boy/girl, etc. Ask students to select a book for their character on their card.

Students may

- view the video, *Buy Me That.* Discuss the characteristics of commercials and the techniques advertisers use *to achieve their purpose (e.g., catchy slogan, color, voice, characters, sound effects, and a promise).* Share experiences about toys which do not perform as they are advertised.

Resources and Notes

Suggested

Cinderella by Brothers Grimm

Princess Furball by Charlotte Huck

Yeh-Shen: A Cinderella Story From China by Ai-Ling Louie

The Orphan: A Cinderella Story From Greece by Anthony L. Manna and Soula Mitakidou

Mufaro's Beautiful Daughters: An African Tale by John Steptoe

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html

- *Determining Audience* is an interactive lesson that is explored on the Study Zone website
- Video: *Buy Me That Too: A Kid's Survival Guide to TV Advertising from Consumer Reports*

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 33.0 create text types and forms for specific purposes and audiences [GCO 9]	As students develop an understanding of the various text forms, why they are written, and whom they are written for, they will require daily opportunities to apply this knowledge in the creation of their own texts. Students rely on rich language experiences to draw upon in the creation of their own texts. Through the instructional approaches to writing: *modelled, shared, guided, and independent*, students develop confidence and take risks in the creation of a variety of different text types and forms for different purposes and audiences. There is no set order for teaching the text types. They are often integrated throughout the prescribed curriculum. Reading and writing work together to achieve a specific purpose in our everyday lives. Students need to interact regularly with examples of various types of writing for authentic purposes and audiences. While students will quickly develop their independence in choosing the form which best conveys their message to an audience for a specific purpose, teachers may support this process by helping students to develop a list of specific prompts which encourage writing and may include a(n): - invitation to another grade to attend a class book launch - menu for a class tea party - class newsletter for parents - photo story of a field trip for the school lobby television - sampling of questions to ask a guest speaker - shopping list of items needed for a special project - thank-you note to a guest speaker - website - interview - journal - letter - notice - electronic poster - report

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- give examples of different purposes for writing and ask what form of writing would best support the purpose. Possibilities may include: Retell: *I want to tell my friend all about my trip to Florida.* Persuasive: *NL Hydro is requesting that all customers conserve electricity.* Procedure: *I want to build a bird feeder.*
- provide examples of text types and forms used for different purposes in cross-curricular areas. For example, following simple, step-by-step procedures in science investigations.

Students may

- take turns throwing a bean bag on three Tic-Tac-Toe charts used as writing prompts. The first chart includes names of characters from three familiar read-alouds. Different examples of audiences are included on the second chart and situational prompts are listed on the third chart. The tossed bean bag determines the audience and the written perspective from the character. The situation/event is self-selected from chart three. For example, students may be Chrysanthemum and write to a friend about how it feels to be teased at school.

Connection

Teachers may

- provide opportunities for students to generate their own writing. For example, a procedural text may be created for a science experiment or a recipe.
- design writing prompt cards with two categories representing different purposes and audiences. Students will select a card with a specific purpose (to inform, to entertain, to persuade, to describe, to retell) and another card with a specific audience (parent, principal, friend, etc.). The topic and text form are chosen by the student. For example, a letter to a parent explaining the benefits of purchasing an iPad may be created after the prompt cards persuade and parent are selected.

Students may

- contribute to a class web-page or blog about a topic of interest for different purposes

Consolidation

Students may

- write a script for a commercial of an item they would like to own

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *Types of Writing*, pages 35-127
  - *Writing Development Checklist*, page 235

Suggested

Chrysanthemum by Kevin Henkes

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html

- *Glogster* is an online platform to create digital posters
- Blogging websites: *Kid Blog* and *Edublogs*
- *Photostory 3* is available as a free download
- Video: Blogging

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

34.0 seek feedback in the creation and further development of texts [GCO 9]

Focus for Learning

It is important to provide an environment with rich opportunities to interact with peers and resources to encourage young students to write naturally. Taking the time to elicit feedback is an important part of this process and it should not be overlooked or underestimated. Students have many ideas to share with one another to help in the creation and further development of texts. It is important to vary groupings to ensure that feedback is not limited.

Sharing of ideas should be encouraged during pre-writing, writing, and post-writing activities. This time is very valuable in the development of texts for young writers. Young students feel a strong sense of ownership of their writing and sometimes show reluctance to begin or change their writing. They need to be supported with prompting, encouragement, and instruction to develop their writing skills. It is important to provide feedback that acknowledges and celebrates progress throughout all stages of a writer's development.

During peer feedback, encourage students to discuss their writing and provide feedback with one another using the language of a writer. A developed list of sentence starters may be used when eliciting feedback and may include:

Prompts for Eliciting Feedback
I think your title is a good one because ...
You should use different font sizes to emphasize the voice of the character.
I can easily determine the audience for this advertisement.
I like how your story started/ended because ...
Did your purpose for this writing help you select this form?
Have you thought about using a different ending?
I think it was interesting when you used dialogue because ...
Can you tell me more about ...?
Maybe you could add more detail in the beginning/ending.
I think that you really explained ___ well.
I liked how you used the word ___ because ...
I wonder if this would work better in a different form.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- read a text, such as *Ralph Tells a Story,* to show how questions and suggestions can help to improve a piece of writing. Share similar experiences when giving or receiving feedback.
- *Pass the Pen* during shared writing. Use a visual such as the ones found on the conversation cards as a writing prompt to begin writing a title and/or the first sentence of a story. The pen is passed to each student to write a sentence and build the story. Feedback from the group is encouraged before writing.
- show the video, *Teaching Kids About Revising*
- show a pair of homemade glasses for revising called "*revisors" and* provide templates for students to create their own to wear when giving or receiving feedback on writing

Students may

- view the video *Teaching Kids About Revising* and discuss the importance of seeking feedback to develop writing

Connection

Teachers may

- use mentor texts to introduce mini lessons. For example, *Listen to the Rain* may be used for a lesson on word choice.
- introduce a *Comic Jam* activity using a blank nine panel comic page. Model how to complete the first panel with a picture and text. Get volunteers throughout the day to take turns completing the next blank panel until the comic is completed. Share the completed page with the students and discuss how the collaborative effort shaped their contribution.

Consolidation

Students may
- create a group comic book during Writer's Workshop and seek feedback using an editing checklist

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2
- *Writing Guide*
  - *My Beginning Editing Checklist,* page 220
  - *My Final Editing Checklist*, page 221

Suggested

Ralph Tells a Story by Abby Hanlon

Listen to the Rain by Bill Martin Jr. and John Archambault

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/wrp.html

- Lyrics for *Listen to the Rain*
- *Teaching Kids About Revising* (Writing Workshop Lesson). Please note that 0-1.23 and 3.17-5.54 sections are the most applicable to this grade level.
- Templates for "revisors" fun revising glasses
- PowerPoint tutorial presentation *"Peer Edit with Perfection!"*
- CUPS (capitalization, understanding, punctuation, spelling) revision/editing checklist

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Outcomes	Focus for Learning

Outcomes

Students will be expected to

35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing [GCO 10]

Focus for Learning

The writing process approach encourages teaching writing that is based on thinking, collaboration, and feedback. Effective writing instruction connects the six traits of writing: *ideas, organization, voice, word choice, sentence fluency, and conventions* to the five stages of writing: *pre-writing, drafting, revising, editing, and publishing and sharing*. The different stages of writing and the traits support each other. While the various stages of the writing process are often presented sequentially, the stages are flexible and recursive. The traits are embedded within the stages of writing and they are not taught in isolation. Although students will write daily, each piece of writing will not necessarily go through the complete writing process and certain traits are predominant to specific stages.

Writing Stage	Predominant Trait
Prewriting	ideas
Drafting	ideas, organization
Revising	ideas, organization, voice, word choice, sentence fluency
Editing	conventions
Publishing and Sharing	presentation

Teachers use varying levels of support within the writing process to help students develop their writing and personalize the process to meet their own needs. For example, some students will not hesitate to begin writing immediately, and combine the pre-writing and drafting stages. Others may require explicit teaching on the trait for ideas and require an extended amount of time in the prewriting stage. Mini-lessons target the specific needs of individuals or groups of students, depending on the stage of the writing process they are in and the traits that need to be developed.

Students leave grade one with multiple writing and representing experiences that focus mainly on the pre-writing and drafting stages. In grade two, students are introduced to the revising stage when they can generate texts. Some students may not be ready. If revisions are introduced too early, it can easily turn the writer off from wanting to write. The traits are applied to support their understanding of the stages as they are introduced in their writing development. Later, in grade two, there is an increased focus on the revision, editing and publishing stages.

Sample Performance Indicator

Students who achieve this outcome should be able to:
- apply their understanding of the traits in their writing

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- relate the various components of the life cycle of a butterfly to the writing processes. Use an egg to represent the formation of an idea in the pre-writing stage. The caterpillar is the draft, and the changes that occur in the chrysalis represent the revisions. The emerging butterfly shows the editing, and the soaring butterfly represents publishing and sharing.
- share a piece of writing requiring revisions that focus on the traits of writing and ask for feedback
- model examples of the traits that are evident in the authorized resources and children's literature selections referenced in the appendix. For example, students need to hear the rhythm and flow of writing in texts to develop sentence fluency. This auditory component can be emphasized by reading texts aloud with expression. Poetry selections, choral readings, chants, rhymes, and songs have a poetic flow and demonstrate sentence fluency.

Students may

- discuss reasons for selecting favourite authors and books by analyzing the writer's style and effective use of the traits
- use prompts to ask questions about a specific trait in a piece of writing. Sample questions for specific traits may include: Ideas *- How did you think of that idea?,* Organization *- Which amazing fact should come first?,* Voice *- Whose voice do you hear when I read it aloud?,* Word Choice *- Can you tell me your favourite words?,* Sentence Fluency *- Which sentences flow together?*

Connection

Teachers may

- conduct mini-lessons in all stages of the writing process that focus on trait development during modelled, shared, or guided reading. For example, colourful word substitutions may be the focus of a lesson on words that are overused and frequently seen in student writing such as ran, said, good, like, and nice. These words may be edited during Writer's Workshop.
- create individual mini offices for independent writing using double-sided writing folders. Include individual word wall lists, descriptive words, interesting leads, alpha chart, similes, etc.

Students may

- evaluate student sample papers using a student rubric, both included in the *Write Traits® Teacher's Guide,* to evaluate specific traits
- use an editing checklist to focus on the traits of writing

Resources and Notes

Authorized

Write Traits® Teacher's Guide

- Sample Papers of student writing samples, pages 114-200
- Units on each trait include: *Teacher and Student Rubrics, Recommended Children's Literature, Unit Summary,* and *Lessons*
- *Ideas*, pages 2-19
- *Organization*, pages 20-37
- *Voice*, pages 38-55
- *Word Choice*, pages 56-73
- *Sentence Fluency*, pages 74-91
- *Conventions*, pages 92-110
- "*Wrap Up*" of 6 traits, pages 114-200
- Appendix: *Using 5 and 6 Point Rubrics* for each trait, pages 201-214

Literacy Place for the Early Years Grade 2 Writing Guide:

- *Craft and Convention Lessons*, pages 154-232

English Language Arts Grade 2 Curriculum Guide 2014

- Appendix I1: *Key Points for the Traits of Writing*
- Appendix I2: *Literature to Illustrate the Traits of Writing*

Suggested

6+1 Traits of Writing - The Complete Guide for the Primary Grades by Ruth Culham

The Trait Crate Grade 2, Picture Books, Model Lessons, and More to Teach Writing With the 6 Traits by Scholastic

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing [GCO 10]

Focus for Learning

In the **Prewriting** stage, students prepare for writing by choosing their own topics. During this stage, it is important for students to talk, read, and write, to generate ideas and explore the direction for their writing. The *ideas* trait can be easily integrated in this stage of the writing process. Possible mini-lessons for writers in this stage are:

- deciding on a purpose for writing
- jotting down ideas on idea cards or sticky notes
- accessing prior knowledge or personal experiences
- brainstorming sessions to create thought webs
- writing for different audiences
- narrowing down a topic into smaller ideas
- using information gained from interviews or guest speakers.
- using a graphic organizer
- planning a specific form
- sketching a visual or written plan
- converting ideas into sentences
- sorting ideas
- sequencing ideas
- making a list of writing ideas
- gaining ideas from books, games, movies, web sites, etc.

In the **Drafting** stage, students pour out their ideas into writing without focusing on mechanics. Depending on student need, opportunity for lessons on all traits of writing are applicable throughout this stage. Possible lessons include:

- using pre-writing organizers to create a first draft
- forming sentences from ideas on plans
- skipping lines for later revisions and edits
- creative word choice
- accessing writing aids such as word walls, charts, word lists in writing folders, etc.
- referencing anchor charts that model different forms of writing, i.e., letter, recipe, etc.
- writing leads
- staying on topic
- sequencing and linking ideas
- using signal words, i.e., first, then, and next when writing in a specific text type such as procedural
- making changes to ideas
- redrafting a plan when ideas for writing change
- including details
- writing good conclusions

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- use mentor texts to demonstrate how authors get their ideas for writing and inspire others to write about their text connections
- use a funnel as an analogy to show how writers narrow down big ideas making them easier to write about
- model the use of a prewriting tool such as a *Heart Map* template to record ideas and use them to write sentences in a first draft

Students may

- access prior knowledge or personal experiences for writing ideas and discuss them with a partner
- ask prewriting questions: *What do I want to write about? What does the reader need to know? What is the purpose of my writing?*
- use a *Retell Text Organizer* and write a recount

Connection

Teachers may

- discuss topics of interest and create a personal topic list for a *Writer's Notebook* similar to the one in the *Writing Guide*
- read a writing sample where ideas and organization are not evident or only partially developed. Next, introduce a graphic organizer such as *Hamburger Writing*, to demonstrate how the use of an organizer can improve a draft.
- model how a lead may be improved by moving a story event to the beginning, or substituting dialogue, action, or thoughts

Students may

- participate in a shared writing experience to draft a writing sample using a completed organizer
- revise a writing sample from their writing folder using one of the three types of leads: dialogue, thought, or action
- record examples of titles with good leads in the appropriate column of the classroom anchor chart, *Starting with a Bang*

Consolidation

Teachers may

- use rehearsal pre-writing strategies, such as the *Five Finger Retell,* to talk about the five components included in narrative writing: characters, setting, problem, events, and a solution.

Students may:

- choose a writing idea from a *Heart Map template.* If the writing idea is a family member, record details about the person and seek partner feedback on missing details or characteristics.
- draft a piece of writing from a pre-writing plan

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *The Writing Process*, pages 14-20
  - *Craft Lessons for Planning and Researching*, pages 156-174 *and Drafting*, pages 175-185
  - *Making a Personal Topic List*, pages 157-158
  - *Retell Text Organizer*, page 126
  - *Poetry Organizer,* page 141
  - *Procedural Text Organizer*, page 112
  - *Persuasive Text Organizer*, page 99
  - *Narrative Text Organizer*, page 85
  - *Explanatory Text Organizer*, page 71
  - *Descriptive Text Organizer*, page 56

Write Traits® Teacher's Guide

- Lesson 6: *Starting Off with a Bang*, pages 28-30

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/k-6/ela/grade-2/links/wrp.html

- a *Heart Map* template can be found on pages L9 and L10 of the *Launching Writing Workshop* document from Portland Public Schools
- *Hamburger Writing* graphic organizer

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Outcomes	Focus for Learning
Students will be expected to *35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing [GCO 10]*	In the **Revising** stage, students revisit their draft with a critical eye. They turn to others for feedback and revise their writing for readers by adding to or changing the content. Independent revisions were not an expectation in grade one. Therefore, students in grade two will require explicit instruction in the revising process during modelled, shared, and guided writing. They may require assistance when revising their drafts. It is important to emphasize that revisions are not limited to completed drafts since they may also occur as drafts are written. It's in the revising stage that the traits of writing are further developed. Lessons to consider at this stage include: • sharing your writing for feedback • adding, deleting, grouping and/or rearranging ideas • questioning the suitability of the form • combining sentences • stretching sentences • changing words • using a revising checklist In the **Editing** stage, the focus is on the mechanics. Students polish their writing by reading their writing to correct spelling and other mechanical errors. Editing is putting the piece of writing in its final form and the goal is to make it optimally readable. Independent editing was not an expectation in grade one. Therefore, students in grade two will require explicit instruction in the editing process during modelled, shared, and guided writing to become independent editors. Lessons in this stage may include: • capitalization at the beginning of sentences and proper nouns • punctuation at the end of sentences (period, question mark, or exclamation mark) • use of apostrophes to show contractions and to show that something belongs to someone • use of commas • use of quotation marks • checking the spelling of words that are frequently used and fixing up the words that may be misspelled.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- revisit a writing sample with few details and discuss the meaning of revising. Elicit suggestions for possible revisions by modelling the feedback strategy, *Two Stars and a Wish*. The stars represent two positive things and the wish is a suggested change.
- introduce and model a spider leg technique for revisions. The revision is recorded on a strip of paper referred to as a spider leg and taped onto the edge of the writing, closest to where it needs to be inserted. The revisions represent the legs of a spider.
- use writing samples of modelled and shared writing to demonstrate mini-lessons in the editing stage: the use of capital letters, underlining and checking questionable spellings, use of dialogue in stories, using punctuation, etc.

Connection

Teachers may

- introduce the ARMS revision strategy; *add, remove, move, and substitute*. The *move* revision can be taught using a cut and sort activity. A piece of writing cut into separate sentences may be rearranged to improve the organization.
- use sample papers from Write Traits® that demonstrate how interesting details make a piece of writing strong in ideas
- model the use of a revising checklist
- use the acronymn, COPS, to check the following edits: <u>c</u>apitalization, <u>o</u>verall appearance, <u>p</u>unctuation, and <u>s</u>pelling
- model how to make edits using different colored markers
- underline questionable spellings and check the correct spelling using the Word Wall, personal dictionaries, a writing buddy, etc.

Students may

- revise a short piece of writing by: adding one detail, removing one unnecessary part, moving one event or detail, or substituting one word, phrase or sentence

Consolidation

Teachers may

- model revision marks for proofreading such as carets to insert words, lines to delete words, and circles and arrows to move sections
- model how an editing checklist guides the editing stage

Students may

- use revision symbols to revise a piece of writing with a partner
- use checklists to self and peer edit pieces of writing

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- Writing Guide
    - *The Writing Process*, pages 14-20
    - *My Beginning Revising Checklist*, page 203
    - *My Final Revising Checklist*, page 204
    - *My Beginning Editing Checklist,* page 220
    - *My Final Editing Checklist,* page 221
    - *Craft Lessons for Revising,* pages 186 - 202 and *Lessons for Editing,* pages 205-219

Write Traits® Teacher's Guide

- Sample Paper 1: *My Favourite Toy*, page 120
- Sample Paper 2: *Frogs*, page 123
- Lesson 6: *Starting Off with a Bang*, pages 28-30

English Language Arts Grade 2 Curriculum Guide 2014

- *Appendix B11: Revision Marks*

Suggested

More Bears! by Kenn Nesbitt

Don't Let the Pigeon Drive the Bus! by Mo Willems

Punctuation Takes a Vacation by Robin Pulver

The Case of Incapacitated Capitals by Robin Pulver

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Outcomes	Focus for Learning
Students will be expected to *35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing [GCO 10]*	In the **Publishing and Sharing** stage, students choose a favourite text for publishing and sharing; in print or electronic form. The final copy is revised and edited in previous stages. Students should be given regular opportunities to publish their writing and share with a real audience. This can be done orally and is often referred to as using the "Author's Chair." These presentations may be done in whole or small groups. Published writing may be displayed on class webpages, school newsletters, classroom blogs, etc. Consider the suggestions below for mini-lessons in this stage of the writing process: • materials required for publication: variety of paper, metal rings, wallpaper, book pockets, duo-tangs, borders, clear plastic sleeves, binding materials, templates for lettering, writing tools, glitter glue, etc. • the selection process used to select a writing sample for publishing and sharing • determining the text type and form to suit an intended audience • designing the features and layout of the text type, i.e., table of contents, map or other illustrations, and index/picture glossary • the appeal and attractivenes of the text • speaking skills demonstrated during sharing such as: looking at the audience, speaking clearly, loudly, and at a good pace, answering questions from the audience, standing or sitting up tall, etc. It is important to assess writers throughout the writing process. Each step of the process informs the final product. Student progress is monitored in all stages rather than focusing on the piece of writing produced at the end of the process. It is not necessary that each independent piece of writing will go through all of the stages of the writing process, unless the teacher or student chooses to do so. All writing experiences can inform instruction. On-the-spot conferences, anecdotal reports, formal teacher-student writing conferences, drafts, student checklists, and published work provide many opportunities to document student growth and identify developmental readiness for further strategies.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- read aloud a text, such as *Young Author's Day at Pokeweed Public School,* highlighting young students as authors
- discuss what authors do to prepare their writing so that they can share it with others when they are finished revising and editing
- consider possible presentation formats and review ideas for publishing. Examples may include a *Photo Story*, class book on a website such as *Story Jumper*, a poster, letter, etc.
- ensure that the Writing Center is filled with various types of paper, markers, coloured pencils, etc.
- think aloud while selecting a piece of writing for publishing
- provide mini-lessons on the use of publishing tools such as *Photo Story, and Storyjumper*

Students may

- view samples of published pieces from previous years
- learn how to publish their work digitally
- read the ideas for publishing in *Write Away*
- create a title for the writing that will be published

Connection

Teachers may

- compile a basket of books for small groups of students to read specific pages such as, *About the Author, Table of Contents, Index, Maps, Illustrations, Picture Glossary*
- model the creation of an *About the Author* page

Students may

- work with a group to identify the characteristics of an *About the Author* page
- create their own *About the Author* page, including names, community, and hobbies
- create a publishing checklist to see if the following may be included in the publishing stage: a table of contents, a map or other illustrations, an index/picture glossary, etc.
- select a piece of writing for sharing and publishing

Consolidation

Teachers may

- provide opportunities for students to share their writing in an oral presentation by hosting a class, school, or community *Open House*

Students may

- share their writing in a local or school newspaper, letter, class web site, etc.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 2

- *Writing Guide*
  - *The Writing Process*, pages 14-20
  - *Writing Development Checklist - Grade Two,* pages 235-245
  - *Craft Lessons for Sharing and Publishing,* pages 222-232

Suggested

Young Author's Day at Pokeweed Public School by John Bianchi

Write Away, Publishing Your Writing, pages 42-47

Resource Links: https://www. k12pl.nl.ca/curr/k-6/ela/grade-2/ links/wrp.html

- *Storyjumper* is a publishing tool that uses props, scenes, photos, and text to publish a story book
- *Photo Story 3* is available as a free download

Appendices

Appendix A: Authorized Resource List

The following resources are authorized to support the teaching and learning of prescribed outcomes outlined in the English Language Arts Grade 2 Curriculum Guide:

- Scholastic Literacy Place for the Early Years: 10 Units each including a minimum of 1 Read Aloud, 1 shared reading text and 1 teacher guide per unit
  - *Self- Monitoring Strategy Unit*
  - *Analyzing Strategy Unit*
  - *Sequencing Strategy Unit*
  - *Making Connections Strategy Unit*
  - *Predicting Strategy Unit*
  - *Inferring Strategy Unit*
  - *Evaluating Strategy Unit*
  - *Synthesizing Strategy Unit*
  - *Animals in Our Lives Inquiry Unit*
  - *You Can Do It! Book Club Unit*

- 12 Read Alouds:
  - *A Touch of the Zebras* (Self- Monitoring Strategy Unit)
  - *We Are Wolves* (Analyzing Strategy Unit)
  - *Animal Defenses* (Analyzing Strategy Unit)
  - *Starting Life: Crocodile* (Sequencing Strategy Unit)
  - *The Wolf Who Cried Boy* (Making Connections Strategy Unit)
  - *Ruler of the Courtyard* (Predicting Strategy Unit)
  - *Coyote Sings to the Moon* (Inferring Strategy)
  - *Chameleons Are Cool* (Evaluating Strategy)
  - *Me and Mr. Mah* (Synthesizing Strategy Unit)
  - *Pete the Sheep-Sheep* (Synthesizing Strategy Unit)
  - *Stay* (Animals in Our Lives Inquiry Unit)
  - *Peg and Yeti* (You Can Do It! Book Club Unit)

- Shared Reading Texts for Strategy Units, Book Club Unit, and Inquiry Unit: all titles available in Literacy Place Shared eReading
  - *The Thing I Saw Last Night* (big book and 6 little books in Self- Monitoring Strategy Unit)
  - *The Inuksuk: Guide in the North* (big book in Analyzing Strategy Unit)
  - *3-2-1 Blast Off!* – PDF files of reproducible pages on CD (Sequencing Strategy Unit)
  - *Goldilocks and the Three Bears* - PDF files of reproducible pages on CD (Making Connections Strategy Unit)
  - *The 10 Best Things About Canada* (big book in Predicting Strategy Unit)
  - *Antonio's Music* (big book in Inferring Strategy)
  - *Should Children Choose Their Bedtimes?* (big book in Evaluating Strategy Unit)
  - *Come to the Pow-wow!* (big book in Synthesizing Strategy Unit)
  - *Pet Parade* (big book in Animals in Our Lives Inquiry Unit)
  - *How Anansi Outsmarted Snake* (big book and 6 little books in You Can Do It! Book Club Unit)

- Active Learning Kit components to be integrated throughout units:
  - Wordless Books: *Beaver is Lost* and *Where's Walrus?*
  - 20 Conversation Cards in print and digital formats
  - 5 videos on DVD
  - 23 eBooks for Shared Reading
  - *An Early Worm Got Out of Bed* (big book and 6 little books)
  - *Between Friends* (big book and 6 little books)
  - *Let's Celebrate!* (big book and 6 little books)

- Guided Reading Kit
  - 50 Guided Reading Titles from Levels A to O including 6 copies of each title
  - 50 Lesson Plan Cards

- Independent Readers (Titles from Boldprint Graphic Readers, levels C-M)

If The Shoe Fits	*All Year Long*
Penguins on Parade	*The Sun,*
Mr. Breezes Sneezes	*An Alien Ate My Homework*
Hoop Shot	*Made of Matter*
Home Run!	*Heads or Tails*
Maysa and the Missing Shoes	*Pets Everywhere*
Yikes! Bikes!	*Around The World*
Can I Stay in?	*The Secret Cove*
Enter At Your Own Risk	*Tiger Math*
The Junkyard	*Celebrate!*
The Lion and the Mouse	*Friends Forever*
Pinky Booh	*Piece of Cake*
Agent Alex	*One Big World*
The Boy Who Cried Wolf	*School Days*
The Double Dog Dare	*How Many?*
The Science Fair	*Work Day*
The Creepy Clubhouse	*The Soccer Game*
The Legend of Wountie	*Food for Thought*
My Day with Dolphins	*The Sweetest Song*
Jungle Journey	*Susie's Bad Day Blues*

- Professional Support:
  - Teacher Support Website for *Literacy Place for the Early Years*: www.scholastic.ca/education/ lpeynl (passwords can be found inside the covers of unit guides)
  - *K-3 Planning Guide*
  - *Reading Guide 2*
  - *Writing Guide 2*
  - *Working with Words Guide 2*

Appendix B: Anchor Charts
Appendix B1: How We Listen
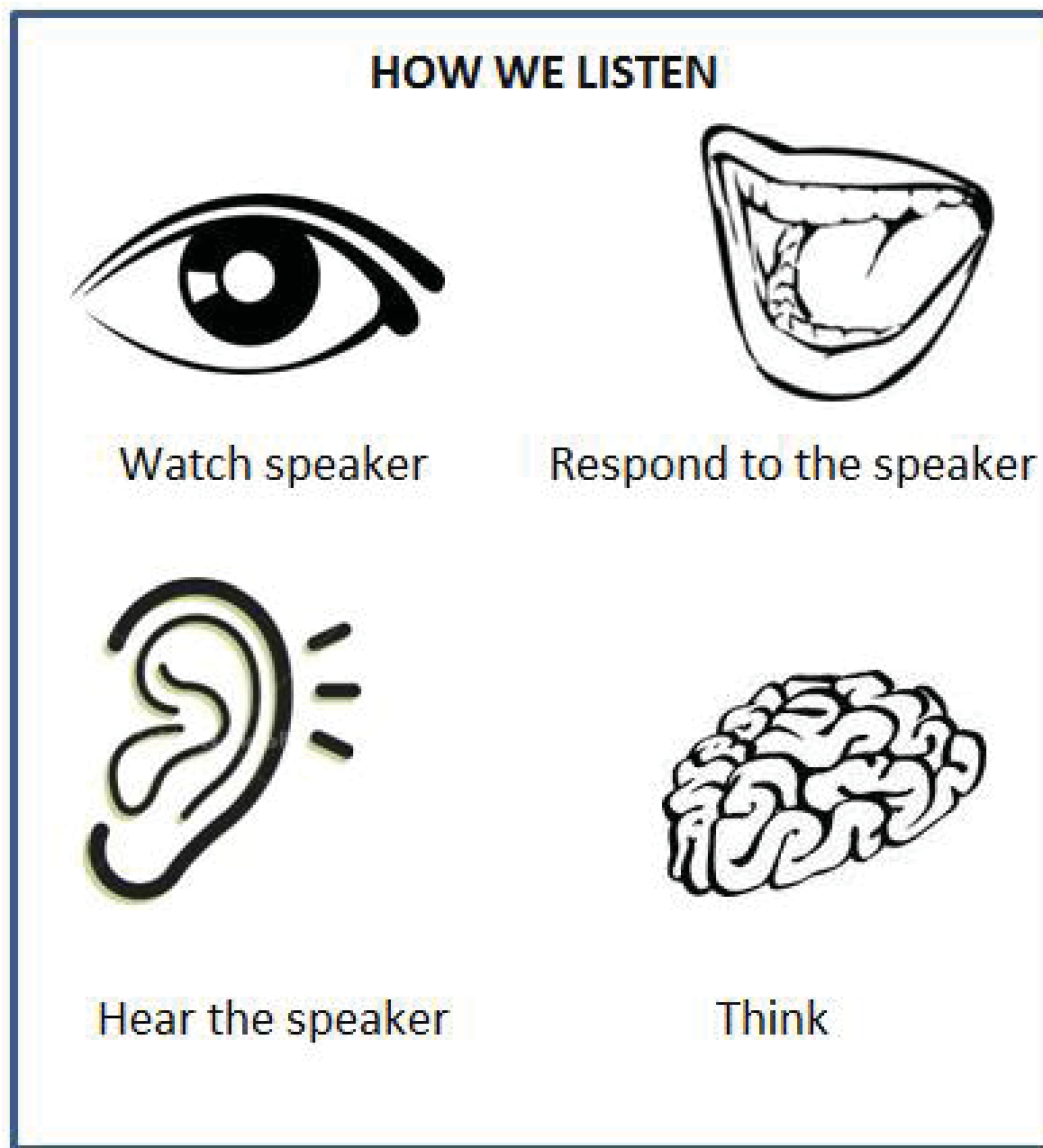
Appendix B2: Q-Matrix Chart from Spencer Kagan

Q Matrix					

What is?	Where / When is?	Which is?	Who is?	Why is?	How is?
What did?	Where / when did?	Which did?	Who did?	Why did?	How did?
What can?	Where / When can?	Which can?	Who can?	Why can?	How can?
What would?	Where / When would?	Who would?	Which would?	Why would?	How would?
What will?	Where / when will?	Which will?	Who will?	Why will?	How will?
What might?	Where / When might?	Which might?	Who might?	Why might?	How might?

Spencer Kagan: Transparencies for Teachers

Appendix B3: Q-Matrix Chart

	is	did	can	would	will	might	should
Who							
What		LEVEL 1			LEVEL 3		
Where							
When							
How		LEVEL 2			LEVEL 4		
Why							

Appendix B4 : The 5Ws

What happened first?
What happened next?
What finally happened?

Who was there?
Who joined you?
Who left?

When did it happen?
When did you arrive?
When did you leave?
When would you like to go again?
Where did it happen?

Where did you go?
Where would you like to go next?

Why did you like it?
Why didn't you like it?
Why do you /don't you do that?

Appendix B5: Text Guides

Text Guides Anchor Chart		
Text Guide	What if Looks Like	What it Tells Us to Do
Ellipses	. . .	Slow down like you're waiting for something, or fade out
Dashes	- - -	Cut your sentences short, or slow down like you are waiting for something
Onomatopoeia	SMASH	Make the sound
Broken Speech Bubble		Whisper
Tiny Speech Bubble		Use a small voice
Wiggly Speech Bubble		Use a scared voice
Jagged Speech Bubble		Yell or use a robot voice

Appendix B6: Five Finger Rule

TWO HARD WORDS still a good choice

THREE HARD WORDS you may need help reading this

FOUR HARD WORDS tough to read

FIVE HARD WORDS try a different book

ONE HARD WORD is ok

FIVE FINGER RULE

How do I know if a book is a good reading level for me?
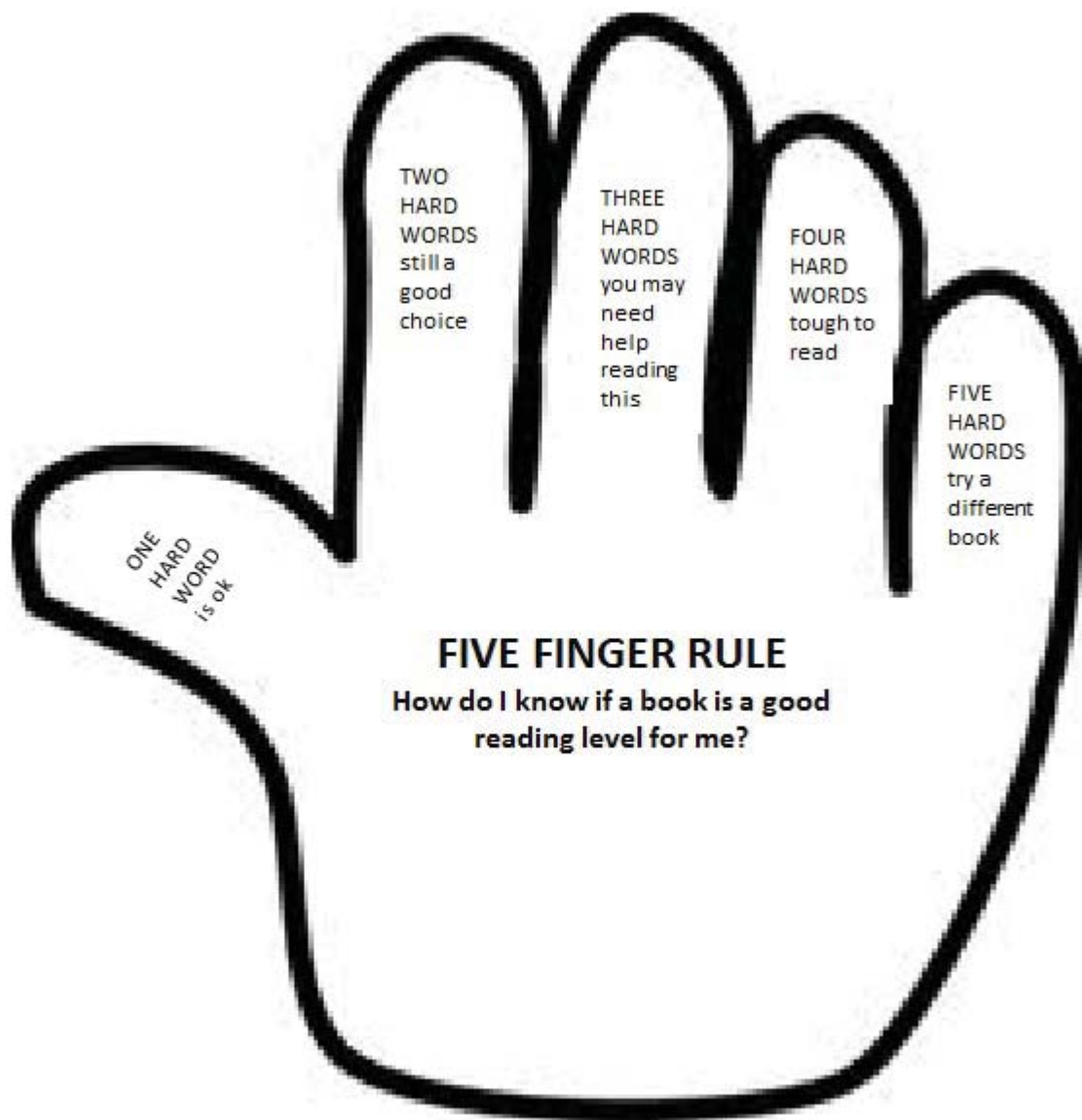
Appendix B7: Features of Informational Text

Features of Informational Text

Print Features
- Bold print
- Colored print
- Italics
- Titles
- Headings
- Labels
- Captions
- Bullets
- Font
- Subheading

Organizational Aids
- Table of contents
- Introductions
- Index
- Glossary
- Preface
- Appendix
- Pronunciation Guide

Illustrations
- Colored drawings
- Colored photos
- Labeled drawings
- Black and white drawings
- Black and white photos
- Acrylic, watercolor, oil paintings

Graphic Aids
- Fact boxes
- Diagrams
- Size Comparisons
- Magnifications
- Cross-sections
- Tables
- Graphs
- Charts
- Timelines
- Maps
- Sketches
- Figures
- Overlays
- Photographs

Appendix B8: Making Connections to Texts
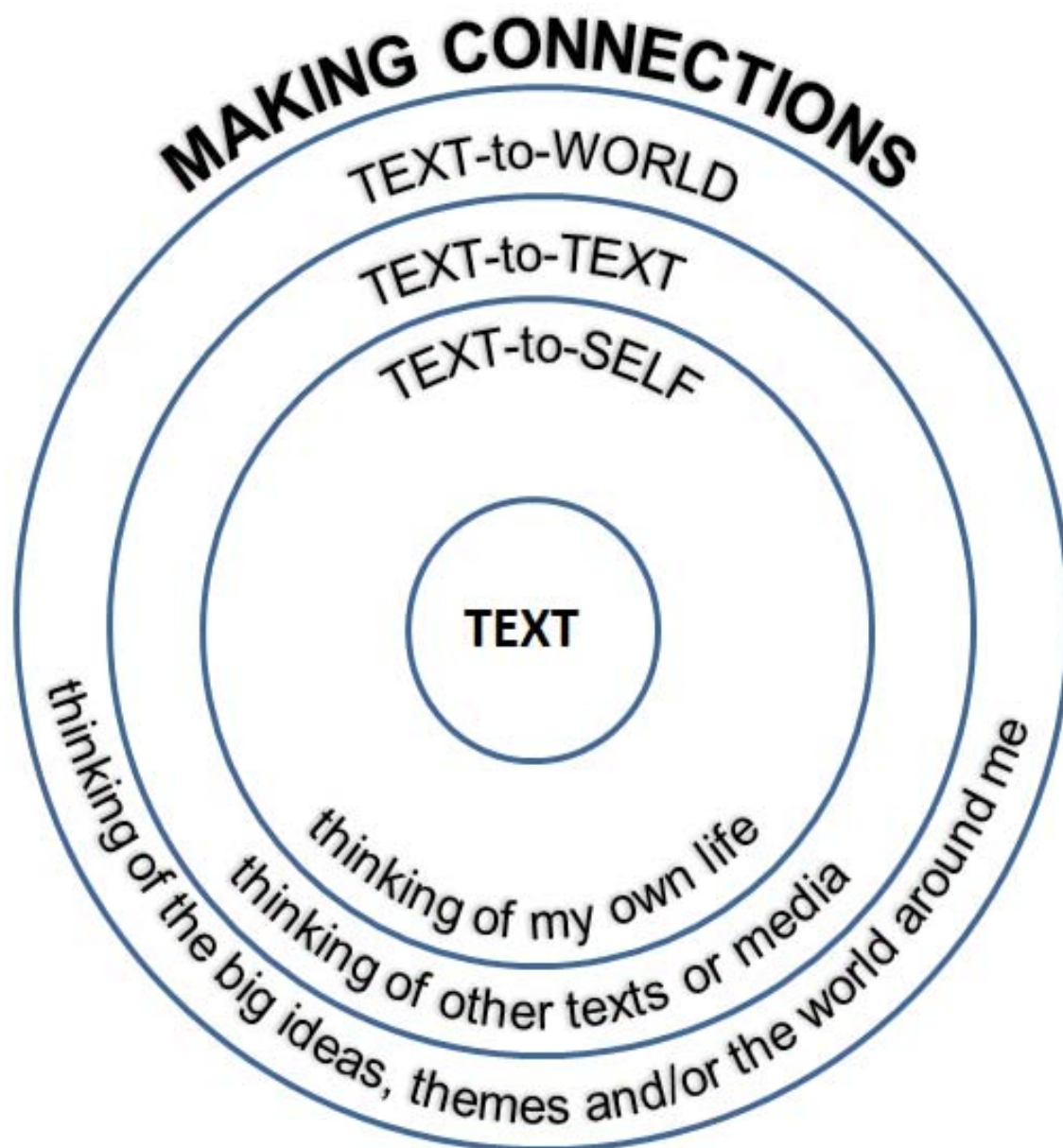
Appendix B9: Reading and Analyzing Non-Fiction Strategy (RAN Strategy)

Reading and Analyzing Non-Fiction Strategy (RAN Strategy)

Based on research by Tony Stead

What I think I know	Confirmed	Misconceptions	New Learning	Wonderings
Using one of the books from the collection, have the students record information they think to be correct about the topic, or the part of the book to be read. Record this or have students record this into this section of the R.A.N.	Read the book in sections and have students confirm prior knowledge. Move the prior knowledge confirmed into this section of the R.A.N.	Ask students to identify information that has been disproved from their identified prior knowledge. Move this information into this section of the R.A.N.	Have students locate information not stated in prior knowledge. Record this into this section of the R.A.N. Chart	Ask students to raise questions based on the new information gathered. Using the table of contents and /or index of the book, try to locate information in the book that might answer the wonderings raised. Alternatively read one other books or magazines to see if the wonderings can be answered.

(Based on work from *Reality Checks: Teaching Reading Comprehension With Nonfiction*, by Tony Stead)

Moving Up with Literacy Place – Grade 4 Literacy Support Guide

395

Appendix B10: Reading and Analyzing Non-Fiction

Reading and Analyzing Non-fiction

Name: _____ Date: _____ Form: _____

What I think I know	Confirmed	Misconceptions	New Learning	Wonderings

Appendix B11: Revision Marks

Symbol	Meaning	Example
∧	Insert here.	Jack London wrote *Call of* ∧ *Wild.* (the)
≡	Capitalize a letter.	buck is the hard-working dog in the novel.
(sp)	Correct spelling.	This dog had a (stronge) will to live. (sp)
A̸	Make a capital letter lowercase.	He would not be defeated by his life of Toil.
¶	Indent.	If Buck were not so strong, he would have died. One summer, Buck…
⊙	Insert a period.	Dave, the wheeler dog, nipped and snarled at Buck-
℘	Delete (take out something).	Spitz he was Buck's main threat.
⬭→	Move.	The two dogs fought hard. It was a cold day. It was a dramatic struggle.
⬭?	Unclear.	He truly then of the lead dog.
∿	Switch words or letters	Buck's strength and courage had him served well.

Appendix C: Graphophonics Chart

The following chart may be useful to guide students as they develop knowledge about the graphophonic system and learn to apply this knowledge when reading and writing. Graphophonics knowledge is learned best in reading and writing contexts as students engage in authentic reading and writing language experiences. It is not the intent to teach these sound-letter relationships in isolation, or use of the chart as a checklist.

Graphophonic Knowledge	Example
Initial Consonants	/**s**/ **s**ing, /**h**/ **h**en, /**j**/ **g**iant, /**kw**/ **q**ueen
Consonants in Final Positions	/**s**/ bu**s**, /**t**/ si**t**, /**ks**/ fo**x**
Initial Consonant Digraphs	/**sh**/ **sh**e, /**wh**/ **wh**en, /**ch**/ **ch**air
Initial Consonant Blends	r, s, and l blends (**cr**y, **sp**ot, **pl**ay)
Final Consonant Blends	/**nt**/ pla**nt**, /**sk**/ a**sk**, /**lt**/ me**lt**, /**ft**/so**ft**
Three Letter "s" Blends	scr- scream, squ-squash,
Consonants in Medial Positions	/**g**/ wa**g**on, /**k**/ brea**k**fast, /**n**/ ra**n**ch
Consonant Digraphs in Medial and Final Positions	/**th**/ mo**th**er, ma**th**, /**ck**/ chi**ck**en, tru**ck**
Long Vowels	/**a**/ c**a**me, /**i**/ sk**y**, /**u**/ n**ew**
Short Vowels	/**e**/ p**e**t, /**o**/ s**a**w,
R-Influenced Vowels	/**er**/ h**er**, g**ir**l, /**ar**/ h**air**, c**are**
Vowel Dipthongs	/**oi**/ b**oi**l, b**oy** /**ou**/ c**ow**, h**ou**se
Silent Letter Patterns	clim**b**, throu**gh**, wa**l**k, lis**t**en
Double Consonants	/**d**/ pu**dd**le, /**f**/ sni**ff**,
Other Letter Combinations	/**f**/ **ph**one, dol**ph**in, cou**gh**, lau**gh**

Appendix D: Literary Genres

The following chart lists selected types of literary genres, both fiction and non-fiction, with a description for each.

Literary Genres	
Genre	**Description**
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself.
Biography	A written account of the series of events that make up a person's life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a moral lesson which often features animals given human qualities such as verbal communication
Fairy Tale	Story about fairies or other magical creatures, usually for children.
Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humour	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person's life.

Literary Genres	
Genre	**Description**
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech
Mystery	Fiction dealing with the solution of a crime or the unraveling of secrets.
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Non-fiction	Factual information presented in a format which tells a story.
Non-fiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humorous story with exaggerations and heroes who do the impossible.

Appendix E: Specific Areas of Text Inquiry

Specific Areas of Text Inquiry in English Language Arts	
Purpose of the Text	• *Why has this text been created?* • To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses
Genre of the Text	• *How does the choice of genre serve the author's purpose?* • Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films
Form of the Text	• *How is the text organized, arranged and presented?* • Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/presentations, spreadsheets, database, images, and web pages
Structure of the Text	• *What is the pattern or organization of the information?* • Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share (*e.g.,* a narrative text and information text have distinct structures). A narrative text has a beginning, middle and end, while an information text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution, or a question/answer
Features of the Text	• *What characterstics of a text give support to its meaning?* • Print (font, underlining), visual supports (diagrams), organizational supports (index, headings, figures, references), and vocabulary supports (verbal cues such as "for example", "in fact", or "on the other hand")

Appendix F: Text Features

Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features
Guide readers through the organizational structure

Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the text
Preface	Set a purpose for reading, get an overview of the content
Pronunciation Guide	Say the words
Appendix	By offering additional information

Organizational Aids
Help readers find key information

Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Understand the word is important
Italics	Understand the word is important
Bullets	Emphasize key points/ concepts
Titles	Locate different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of text
Captions	Understand a picture or photograph
Labels	Identify a picture or photograph and/or its parts
Sidebars	Gather additional or explanatory information.

Graphic Aids
Represent information in a distinct way

Feature	Helps the Reader...
Diagrams	Understand a more detailed or simplified view of information.
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where things are in the world
Charts/Tables	Summarize/Compare information
Cross-Sections	Understand something by looking at it from the inside
Overlays	Understand additional information
Time-lines	Understand the sequence of time

Illustrations
Extend the meaning of the text

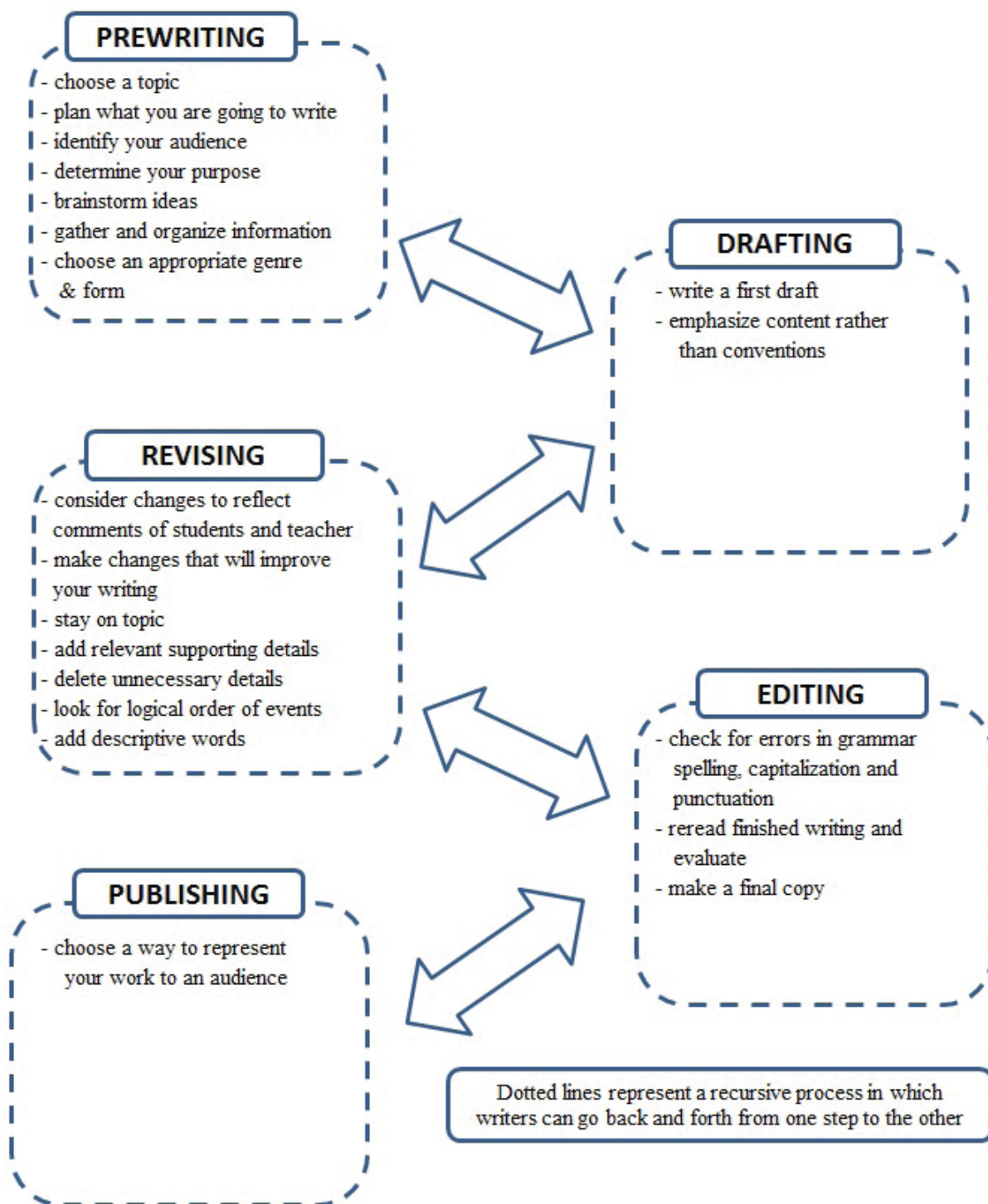| Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Document created by Laurie Larsen

Revised 2012

Appendix G: Observation Record for Comprehension Strategies in Grade 2

Comprehenion Strategy	Reading Behaviours	Date	Date	Date
Self-Monitoring	• asks oral questions to check on text meaning and begins to engage in self questioning			
	• notices when a text does not make sense and fixes it			
Analyzing	• finds key ideas			
	• identifies facts and important information			
Sequencing	• retells events/facts in sequence			
Making Connections	• connects ideas to self, others, other texts, and knowledge of the world			
	• makes connections by comparing			
Predicting	• makes predictions about characters, plot (fiction), information (non- fiction), and what will come next			
Inferring	• infers characters' feelings			
	• makes inferences based on the text and illustrations			
	• infers problem and solution			
Evaluating	• gives personal opinions about events, facts, ideas and finds references in texts			
	• notices differences in text forms			
	• understands the difference between fiction and non-fiction			
Synthesizing	• finds the main idea (if not stated)			
	• summarizes to provide a brief account			

Appendix H: The Writing Process

THE WRITING PROCESS

PREWRITING
- choose a topic
- plan what you are going to write
- identify your audience
- determine your purpose
- brainstorm ideas
- gather and organize information
- choose an appropriate genre & form

DRAFTING
- write a first draft
- emphasize content rather than conventions

REVISING
- consider changes to reflect comments of students and teacher
- make changes that will improve your writing
- stay on topic
- add relevant supporting details
- delete unnecessary details
- look for logical order of events
- add descriptive words

EDITING
- check for errors in grammar spelling, capitalization and punctuation
- reread finished writing and evaluate
- make a final copy

PUBLISHING
- choose a way to represent your work to an audience

Dotted lines represent a recursive process in which writers can go back and forth from one step to the other

Appendix I: Using the Traits of Writing

Appendix I1: Key Points for the Traits of Writing

	The Traits of Writing
Ideas	• choosing a main idea • sticking with a topic • selecting interesting details • making the message clear • focusing on strong ideas that move from general to specific • ordering, grouping, deleting, and adding ideas
Organization	• writing an interesting lead • use of connecting and sequencing words to connect thoughts and ideas • focusing on the importance of order and sequence • staying on topic • ending with a good conclusion • use of graphic organizers
Sentence Fluency	• making sentences interesting by beginning them in different ways • writing complete sentences • experimenting with sentences to vary the lengths • joining sentences to make ideas flow by using transitional words
Voice	• using expressive sentences, words, and phrases • connecting the writing to the author's voice • using imaginative thoughts and creativity • connecting the writing to a specific audience
Word Choice	• varying word choices to include descriptive words • changing words to avoid repetition • choosing words that make ideas clear • using action, sensory, linking (*and, but* and *so)* and sequencing words (*first, then, next, later, after that, finally, the end,* etc.)
Conventions	• spacing words • correcting misspelled words • punctuating sentence endings • starting sentences using capitals

Appendix I2: Literature to Illustrate the Traits of Writing

Literature to Illustrate the Ideas Trait

- *Corduroy* by Don Freeman
- *Whoever You Are* by Mem Fox
- *A Bedtime Story* by Mem Fox
- *Miss Nelson is Back* by Harry G. Allard
- *Animals in Winter* by Henrietta Bancroft
- *Everybody Needs a Rock* by Byrd Baylor
- *Arthur Writes a Story* by Marc Brown
- *The Important Book* by Margaret Wise Brown
- *Take Time to Relax* by Nancy Carlson
- *My Cat Jack* by Patricia Casey
- *Miss Rumphius* by Barbara Cooney
- *Home Place* by Crescent Dragonwagon
- *If You Walk Down This Road* by Kate Duke
- *Li'l Sis and Uncle Willie* by Gwen Everett
- *On The Day You Were Born* by Debra Frasier
- *Sophie and Lou* by Petra Mathers
- *A Prairie Alphabet* by Yvette Moore
- *The Flag We Love* by Pan Munoz Ryan
- *The Kissing Hand* by Andrey Penn
- *The Seashore Book* by Charlotte Zolotow
- *Valentine's Day* by Gail Gibbons
- *I Love Guinea Pigs* by Dick King-Smith
- *A Bold Carnivore* by Consie Powell
- *Motel of the Mysteries* by David Macaulay
- *The Honey Makers* by Gail Gibbons
- *Leopold's Dream* by Francisco Melendez
- *A Northern Alphabet* by Ted Harrison
- *The Gift of Christmas* by Philemon Sturges
- *Red Dancing Shoes* by Denise Lewis Patrick
- *I'm in Charge of Celebrations* by Byrd Baylor
- *The Magic School Bus (series)* by Joanna Cole
- *Animal, Vegetable, or Mineral?* by Tana Hoban
- *All The Places To Love* by Patricia MacLachlan
- *The Teacher from the Black Lagoon* by Mike Thaler
- *Water* by Frank Asch
- *Secret Place* by Eve Bunting
- *Rebel* by John Schoenherr
- *Homeplace* by Anne Shelby
- *Say Something* by Mary Stolz
- *People* by Philip Yenawine
- *Bears at Work* by Gage Taylor
- *Ragtime Tumpie* by Alan Schroeder
- *Jumanji* by Chris Van Allsburg
- *Only a Pigeon* by Jane Kurtz
- *Fables* by Arnold Lobel
- *Pirates* by Gail Gibbons
- *Lightning* by Stephen P. Kramer
- *Over Back* by Beverly Major
- *Roxaboxen* by Alice McLerran
- *Alison's Zinnia* by Anita Lobel
- *Ish* by Peter H. Reynolds
- *Worksong* by Gary Paulsen
- *The Perfect Pet* by Margie Palatini
- *Nurse Lugton's Curtain* by Virginia Woolf
- *And So They Build* by Bert Kitchen
- *O is for Orca* by Andrea Helman
- *The Polar Express* by Chris Van Allsburg
- *Dear Mr. Blueberry* by Simon James
- *It's Okay to Be Different* by Todd Parr
- *Little Blue and Little Yellow* by Leo Lionni
- *Read for Me, Mama* by Vashanti Rahaman
- *Benito's Dream Bottle* by Naomi Shihab Nye
- *Rain Forest Nature Search* by Dr. Paul Sterry
- *If Days Were Dinosaurs* by David M. Schwartz
- *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Mrs. Merriwether's Musical Cat* by Carol Purdy
- *In the Children's Garden* by Carole Lexa Schaefer
- *Errata: A Book of Historical Errors* by Hemesh Alles

- *Here is the Southwestern Desert by* Madeleine Dunphy
- *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- *Dear Rebecca, Winter is Here* by Jean Craighead George
- *In the Snow: Who's Been Here?* by Lindsay Barrett George
- *Three Stories You Can Read to Your Cat* by Sara Swan Miller
- *Tree of Life: The World of the African Baobab* by Barbara Bash
- *I Spy Extreme Challenger! A Book of Picture Riddles* by Jean Marzollo
- *What They Don't Teach You About History* by Tim Wood and Ian Dicks
- *Panther Dream: A Story of the African Rainforest* by Bob and Wendy Weir
- *A Short Walk Around the Pyramids & Through the World of Art* by Philip M. Isaacson

Literature to Illustrate the Organization Trait

- *It was a Dark and Stormy Night* by Janet Ahlberg
- *Comet's Nine Lives* by Jan Brett
- *Sunflower House* by Eve Bunting
- *The Snowman* by Raymond Briggs
- *On Christmas Eve* by Margaret Wise Brown
- *Where's that Bus?* by Eileen Browne
- *Trouble on the T-Ball Team* by Eve Bunting
- *The Little House: Her Story* by Virginia Lee Burton
- *Don't Wake Up Mama!* by Eileen Christelow
- *The Dog Who Cried Woof* by Nancy Coffel
- *The Dumb Bunnies Go to the Zoo* by Sue Denim
- *The Legend of the Blue Bonnet* by Tomie DePaola
- *Under the Sea From A to Z* by Anne Doubilet
- *Aunt Isabel Makes Trouble* by Kate Duke
- *Aunt Isabel Tells a Good One* by Kate Duke
- *The Favershams* by Roy Gerrard
- *A Very Important Day* by Maggie Rugg Herold
- *Dear Mr. Blueberry* by Simon James
- *The Baker's Dozen* by Heather Forest
- *How to Think Like a Scientist* by Stephen Kramer
- *Black and White* by David Macaulay
- *Coming to America* by Betsy Maestro
- *The Bookshop Dog* by Cynthia Rylan
- *The Amazing Felix* by Emily Arnold McCully
- *Waterman's Child* by Barbara Mitchell
- *Five Little Ducks* by Pamela Paparone
- *A Promise is a Promise* by Robert Munsch
- *Edward and the Pirates* by David McPhail
- *This Way Home* by Lisa Westberg Peters
- *The Sunday Outing* by Gloria Jean Pinkney
- *Boomer Goes to School* by Constance W. McGeorge
- *It Could Always be Worse* by Margot Zemach
- *Waiting for the Evening Star* by Rosemary Wells
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Tuesday* by David Wiesner
- *Santa Calls* by William Joyce
- *Bear Snores On* by Karma Wilson
- *Tulips* by Jay O'Callahan
- *Chestnut Cove* by Tim Egan
- *Rotten Ralph* by Jack Gantos
- *Red-Eyed Tree Frog* by Joy Cowley
- *Smart Dog* by Ralph Leemis
- *Swimmer* by Shelley Gill
- *The Wagon* by Tony Johnston
- *Maisie* by Alice Schertle
- *Author* by Helen Lester
- *The Paperboy* by Dav Pilkey
- *Sky Tree* by Thomas Locker
- *Listen Buddy* by Helen Lester
- *Owl Babies* by Martin Waddell
- *A Color of His Own* by Leo Lionn
- *Scaredy Squirrel* by Melanie Watt
- *The Red Book* by Barbara Lehman
- *Hog-Eye* by Susan Meddaugh
- *Cyrano the Bear* by Nicole Rubel
- *Bunny Cakes* by Rosemary Wells
- *The Money Tree* by Sarah Stewart
- *Down the Road* by Alice Schertle
- *Mouse Around* by Pat Schories
- *Old Henry* by Joan W. Blos
- *The Toll-Bridge Troll* by Patricia Rae Wolff
- *June 29, 1999* by David Wiesner
- *The Rain Came Down* by David Shannon
- *I Wanna Iguana* by Karen Kaufman Orloff
- *A Chair for my Mother* by Vera B. Williams

- *No Dear, Not Here* by Jean Davies Okimoto
- *The Mysteries of Harris Burdick* by Chris Van Allsburg
- *Meanwhile Back at the Ranch* by Trinka Hakes Noble

Literature to Illustrate the Organization Trait *(Cont'd)*

- *The Old Woman Who Named Things* by Cynthia Rylant
- T*he Amazing Christmas Extravaganza* by David Shannon
- *The Great Gracie Chase: Stop That Dog!* by Cynthia Rylant
- *The Grey Lady and the Strawberry Snatcher* by Molly Bang
- *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco
- *Blumpoe the Grumpoe Meets Arnold the Cat* by Jean Davies Okimoto
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Christina Katerina and Fats and the Great Neighborhood War* by Patricia L. Gauch

Literature to Illustrate the Sentence Fluency Trait

- *Worksong* by Gary Paulsen
- *Slugs* by David Greenberg
- *My Backpack* by Eve Bunting
- *Whales Passing* by Eve Bunting
- *The Great Migration* by Jacob Lawrence
- *Chicka Chicka Boom Boom* by Bill Martin
- *Cinderella Chant* by Orin Cochrane
- *The Seashore Book* by Charlotte Zolotow
- *Dogteam* by Gary Paulsen
- *Time for Bed* by Mem Fox
- *The Web Files* by Margie Palatini
- *Catwings* by Ursula K. Le Guin
- *The Whales* by Cynthia Rylant
- *Mississippi Mud* by Ann Turner
- *Growltiger's Last Stand* by T. S. Eliot
- *Flower Garden* by Eve Bunting
- *Bat Loves The Night* by Nicola Davies
- *The Condor's Egg* by Jonathan London
- *The Cozy Book* by Mary Ann Hoberman
- *I Live in Music* by Ntozake Shange
- *The Sign of the Seahorse* by Graeme Base
- *Consider the Lemming* by Jeanne Steig
- *A Chair for My Mother* by Vera B. Williams
- *Amber on the Mountain* by Tony Johnston
- *Rum-A-Tum-Tum* by Angela Shelf Medearis
- *The Important Book* by Margaret Wise Brown
- *I Love You As Much* by Laura Krauss Melmed
- *A Visit to William Blake's Inn* by Nancy Willard
- *Possum Come A-Knockin'* by Nancy Van Laan
- *Scary Poems for Rotten Kids* by Sean O'Huigin
- *The Seven Silly Eaters* by Mary Ann Hoberman
- *If I Were In Charge of the World* by Judith Viorst
- *The Night Before Christmas* by Clement C. Moore
- *Celebrate America: In Poetry and Art* by Nora Panzer
- *Joyful Noise: Poems for Two Voices* by Paul Fleishman
- *Stopping by Woods on a Snowy Evening* by Robert Frost
- *My Painted House, My Friendly Chicken and Me* by Maya Angelou

Literature to Illustrate the Voice Trait

- *Reach for the Moon* by Samantha Abeel
- *Life Doesn't Frighten Me* by Maya Angelou
- *I Don't Want to Go to Camp, Fly Away Home, Dandelions, Smoky Night, Train to Somewhere, The Wall, A Day's Work,* and *The Wednesday Surprise* by Eve Bunting
- *The Relatives Came* by Cynthia Rylant
- *Calvin's Christmas Wish* by Calvin Miles
- *This Land is My Land* by George Littlechild
- *The Children of Topaz* by Michael O. Tunnell
- *Soul Looks Back in Wonder* by Tom Feelings
- *What You Know First* and *All the Places to Love* by Patricia MacLachlan
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *The Private Notebook of Katie Roberts, Age 11* by Amy Hest
- *The Jolly Postman or Other People's Letters* by Janet & Allan Ahlberg
- *The Language of Doves* by Rosemary Wells
- *The Paper Bag Princess* by Robert N. Munsch
- *Dear Oklahoma City Get well Soon* by Jim Ross
- *Guess How Much I Love You* by Sam McBratney
- *The Best School Year Ever* by Barbara Robinson
- *The Teacher From the Black Lagoon* by Mike Thaler
- *Alexander, Who's Not Going to Move* by Judith Viorst
- *The Ledgerbook of Thomas Blue Eagle* by Gay Matthaei
- *Benjamin Brody's Backyard Bag* by Phyllis Vos Wezeman
- *We Are All in the Dumps with Jack and Guy* by Maurice Sendak
- *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski
- *I Dream of Peace: Images of War* by Children of Former Yugoslavia by UNICEF
- *Christmas in the Big House, Christmas in the Quarters* by Patricia C. McKissack
- *The Cat Next Door* by Betty Ren Wright
- *Toby* by Margaret Wild
- *The Morning Chair* by Barbara M. Joosse
- *Koko's Kitten* by Dr. Francine Patterson
- *Mrs. Katz and Tush* and *Pink* by Patricia Polacco
- *Mick Harte Was Here* by Barbara Park
- *Thanksgiving Treat* by Catherine Stock
- *Brother Eagle, Sister Sky* by Chief Seattle
- *Seeing Eye Willie* by Dale Gottlieb
- *More Than Anything Else* by Marie Bradby
- *The Christmas House* by Ann Turner
- *Wish You Were Here* by Martina Selway
- *Emma's Rug* by Allen Say
- *In My Pocket* by Dorrith M. Sim
- *Ish* by Peter H. Reynolds
- *Tar Beach* by Faith Ringgold

Literature to Illustrate the Voice Trait (cont'd)

- *The Winter Fox* by Jennifer Brutschy
- *Stellaluna* by Janell Cannon
- *A Visit to Grandma's* by Nancy Carlson
- *Sadako* by Eleanor Coerr
- *The Story of Ruby Bridges* by Robert Coles
- *The Twits* by Roald Dahl
- *Diary of a Worm* by Doreen Cronin
- *Way Home* by Libby Hathorn
- *Loop the Loop* by Barbara Dugan
- *Our New Puppy* by Isabelle Harper
- *The Gift of the Sacred Dog* by Paul Goble
- *Oliver All Alone* by Christine Harris
- *Peef the Christmas Bear* by Tom Hegg
- *Littlejim's Gift* by Gloria Houston
- *I am the Dog, I am the Cat* by Donald Hall
- *Lost* by Paul Brett Johnson
- *Caves* by Stephen Kramer
- *A Snow Story* by Melvin J. Leavitt
- *Hey World, Here I am!* by Jean Little
- *Leo the Magnificat* by Ann M. Martin
- *Earthquack!* by Margie Palatini

Literature to Illustrate the Word Choice Trait

- *Sports Pages* by Arnold Adoff
- *Snowballs* by Lois Ehlert
- *Rabbits & Raindrops* by Jim Arnosky
- *Water* by Frank Asch
- *Hen Lake* by Mary Jane Auch
- *Tough Boris* by Mem Fox
- *Max's Words* by Kate Banks
- *My Cat Jack* by Patricia Casey
- *Possum Magic* by Mem Fox
- *Kipper's Snowy Day* by Mick Inkpen
- *The Dog Who Cried Woof* by Nancy Coffelt
- *Spring is Here* by Taro Gom
- *That's Good! That's Bad!* by Margery Cuyler
- *Dogzilla* by Dav Pilkey
- *The Lotus Seed* by Sherry Garland
- *Muddigush* by Kimberly Knutson
- *The Summer Sands* by Sherry Garland
- *Chrysanthemum* by Kevin Henkes
- *The Accidental Zucchini* by Max Grover
- *Kat Kong* by Dav Pilkey
- *Kites Sail High* by Ruth Heller
- *Little Wild Parrot* by Tony Johnston
- *Many Luscious Lollipops* by Ruth Heller
- *Today is Monday* by Eric Carle
- *The Cozy Book* by Mary Ann Hoberman
- *Earth* by Ken Robbins
- *Fancy Nancy* by Jane O'Connor
- *The Hallo-Wiener* by Dav Pilkey
- *Piggie Pie!* by Margie Palatini
- *Yo! Yes?* by Chris Raschka
- *Shhh!* by Julie Sykes
- *Brave Irene* by William Steig
- The Whales by Cynthia Rylant
- Shrek! by William Steig
- Away From Home by Anita Lobel
- Storm on the Desert by Carolyn Lesser
- Snow Riders by Constance W. McGeorge
- Jazz: My Music, My People by Morgan Monceaux
- Grandfather's Christmas Camp by Marc McCutcheon
- Ashanti to Zulu: African Traditions by Margaret Musgrove
- The Old Woman Who Named Things by Cynthia Rylant
- Lilly's Purple Plastic Purse by Kevin Henkes
- Some Sleep Standing Up by Susan Stockdale

Literature to Illustrate the Word Choice Trait *(cont'd)*

- *A Job For Wittilda* by Caralyn & Mark Buehner
- *Some Smug Slug* by Pamela Duncan Edwards
- *Goldilocks and the Three Hares* by Heidi Petach
- *Things That Are Most in the World* by Judi Barrett
- *My Grandma Lives in Gooligulch* by Graeme Base
- *Where Once There Was a Wood* by Denise Fleming
- *Four Famished Foxes and Fosdyke* by Pamela Duncan Edwards
- *Three Kind Mice* by Vivian Sathre
- *A Color of His Own* by Leo Lionni
- *Mouse Chase* by Vivian Sathre
- *Amos and Boris* by William Steig
- *An Island Grows* by Lola M. Schaefer
- *Henny-Penny* by Jane Wattenberg
- *Halloween Mice* by Bethany Roberts
- *No, David!* by David Shannon
- *The Moonglow Roll-O-Rama* by Dav Pilkey
- *Caleb and Kate* by William Steig
- *Solomon: The Rusty Nail* by William Steig
- *Fighting Words* by Eve Merriam

Literature to Illustrate the Conventions Trait

- *Come Away From the Water* by John Burningham
- *Aunt Isabel Tells a Good One* by Kate Duke
- *Where Are You Going? To See My Friend!* by Eric Carle
- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
- *Ten in the Bed* by Penny Dale
- *Write Up a Storm with the Polk Street School* by Patricia Reilly Giff
- *Is Your Momma A Llama?* by Deborah Guarino
- *Behind the Mask* by Ruth Heller
- *When I Am Old With You* by Angela Johnson
- *You Are the Editor* by Eric Johnson
- *A Book Takes Root* by Michael Kehoe
- *If You Were a Writer* by Joan Lowery Nixon
- *Beatrice Don't Want To* by Laura Numeroff
- *If You Give A Mouse A Cookie* by Laura Numeroff
- *Punctuation Takes A Vacation* by Robin Pulver
- *Fumblerules: A Lighthearted Guide to Grammar and Good Usage* by William Safire
- *From Pictures to Words* by Janet Stevens
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *The Napping House* by Don and Audrey Wood

Appendix J: Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

Convention is an accepted practice or agreed-upon rule in representational, spoken, or written language.

Cueing Systems are sets of cues or clues built into the structure or patterns of communication texts.

Genre is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

Grade-appropriate Texts are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

Graphic Organizer is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

Graphophonic Cues and Conventions refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

Inquiry involves children in some type of exploration, investigation, or experimentation regarding a specific topic, problem, or issue for play, learning, and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as children can find.

Interactive Writing is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

Language Literacy, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels–linguistic (including print), visual, audio, and multimedia (including digital media).

Listening is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard–the receptive form of oral language.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

Modelled Reading is when the teacher or other fluent reader reads aloud to the students.

Modelled Writing is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

Multimedia Texts are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphic, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

Multimodal means that something can be represented and communicated through multiple channels– linguistic (including print), visual, audio, and multimedia (including digital media).

New Literacies refers to new forms of literacy made possible by digital technology developments including such practices as blogging, photo sharing, digital storytelling, etc.

Onsets are part of the single-syllable word that precedes the vowel.

Other Cues and Conventions associated with effective communication include printing, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

Outcome is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Phoneme is the smallest unit of sound in the language.

Phonemic Awareness is to consciously attend to the sounds in the language.

Portfolio Assessment is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/ developmental, or showcase in nature.

Pragmatic Cues and Conventions refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

Questions for Deeper Understanding are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

Representing is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

Rimes are part of the single syllable word that includes the vowel and all succeeding consonants.

Rubrics offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

Semantic, Lexical, and Morphological Cues and Conventions refer to the meaning and structure of words.

Shared Reading is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

Shared Writing/Language Experience is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

Speaking is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

Strand is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

Strategy is a systematic plan for solving a problem or executing a task.

Syntactical Cues and Conventions refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

Text is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

Textual Cues and Conventions refer to the type or kind of text and the features that are associated with its organization.

Theme is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

Unit (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

Viewing is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

Writing is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences. The writing process consists of many aspects including planning, drafting, revising, and publishing.

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