

## **English Language Arts Grade 2 Year Plan Template - Sample**

Time Frame and Unit	Context, Theme, and Big	Comprehend and	Compose and Create	Assess and Reflect	Resources	Division ELA
Type	Ideas	Respond Focus	Focus	Focus		Assessments
September – October	<u>Context</u> – Personal and	CR2.1 Comprehend and	CC2.1 Compose and	AR2.2 Set personal	Cornerstones 2 a-i	EL Screen
(approx 8 weeks)	Philosophical	respond to a variety of	create a range of visual,	<b>goals</b> as a result of		
Multi-genre Thematic		grade-level texts that	multimedia, oral, and	group discussions.	Modelled Reading:	
Traiti geni e Thematic	<b>Theme</b> – Getting to	address: <b>identity</b> .	written texts that			
	Know You		explore: <b>identity</b> .		Shared Reading:	
		CR2.2 View and explain				
	<b><u>Big Ideas</u></b> : What type of	the key literal and	CC2.3 Speak clearly		Guided Reading:	
	friend shall we be? How	inferential <b>ideas</b> ,	and audibly in an			
	shall we treat our	important details, and	appropriate sequence			
	friends? How can we be	how elements enhance	for a familiar audience			
	better friends?	meaning in grade-	and a specific purpose			
		appropriate visual and	when recounting			
		multimedia texts.	stories and			
		CD2 2 Liston and notall	experiences, giving			
		CR2.3 Listen and retell	directions, offering an			
		the key literal and inferential ideas and	opinion and providing reasons, and explaining			
		important details heard	information and			
		in small- and large-group	directions.			
		activities, and follow oral	directions.			
		directions and	CC2.4 Write stories,			
		demonstrations.	poems, <b>friendly letters</b> ,			
		0.01.01.01.01.01.01.01.01	reports, and			
			observations using			
			appropriate and			
			relevant details in clear			
			and complete sentences			
			and paragraphs of at			
			least six sentences.			



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		Possible Assessment	Possible Assessment	Possible Assessment		
		Evidence:	Evidence:	Evidence:		
		<ul> <li>story retell</li> </ul>	<ul><li>story and/or</li></ul>	<ul><li>conference</li></ul>		
		<ul><li>viewing</li></ul>	friendly letter			
		experiences	<ul> <li>be a storyteller</li> </ul>			
		<ul> <li>discussion of big</li> </ul>	experience			
		ideas	•			
November – December	<u>Context</u> –	<b>CR2.1</b> Comprehend and	CC2.1 Compose and	AR2.1 Reflect on and	Collections 2, Fluent Blue	
(approx 7 weeks)	Communicative	respond to a variety of	create a range of visual,	assess their viewing,	2	
Multi-genre Thematic		grade-level texts that	multimedia, oral, and	<b>listening</b> , reading,		
Multi geni e Thematie	<b>Theme</b> – Keep in Touch	address: <b>social</b>	written texts that	<b>speaking</b> , writing, and	Modelled Reading:	
		responsibility.	explore: <b>social</b>	other representing		
	<b>Big Ideas</b> : In what		responsibility.	experiences and	Shared Reading:	
	ways and why do	CR2.2 View and explain		strategies by		
	people keep in touch	the key literal and	CC2.2 Use a variety of	participating in	Guided Reading:	
	with one another? How	inferential ideas,	ways to <b>represent</b>	discussions and relating		
	can people listen to and	important details, and	understanding and to	work to a set of criteria.		
	show empathy with	how elements enhance	<b>communicate</b> ideas,		FNMI Content Books –	
	others?	meaning in grade-	procedures, stories, and		TRC Kit	
		appropriate visual and	feelings in a clear			
		multimedia texts.	manner with essential			
			details.			
		CR2.3 Listen and retell				
		the key literal and	CC2.3 Speak clearly			
		inferential ideas and	and audibly in an			
		important details heard	appropriate sequence			
		in small- and large-group	for a familiar audience			
		activities, and follow oral	and a specific purpose			
		directions and	when recounting stories			
		demonstrations.	and experiences, giving			
			directions, offering an			
		CR2.4 Read and	opinion and providing			
		demonstrate	reasons, and explaining			
		comprehension of	information and			
		grade-appropriate	directions.			
		literary and				



		informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	<b>CC2.4 Write</b> stories, <b>poems</b> , friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.			
		Possible Assessment Evidence:  • story retell of key events and ideas in sequence • viewing experiences • discussion of big ideas • listening experiences	Possible Assessment Evidence:	Possible Assessment Evidence: • conference		
January – February (approx 8 weeks)	Context – Social, Cultural, and Historical  Theme - People! Places!  Big Ideas: What places, building/homes, people/ workers, neighbours, events, and languages do we find in our community? Why do all the different types of people make a	CR2.1 Comprehend and respond to a variety of grade-level texts that address: community.  CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade-appropriate visual and multimedia texts.	cc2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: community.  cc2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria.  AR2.2 Set personal goals as a result of	Collections 2, Fluent Blue 1  Modelled Reading: Shared Reading: Guided Reading:	EL Screen Oral Fluency DRA



community interesting?	CR2.3 Listen and retell		group discussions.	
	the key literal and	CC2.3 Speak clearly		
	inferential ideas and	and audibly in an		
	important details heard	appropriate sequence		
	in small- and large-group	for a familiar audience		
	activities, and follow oral	and a specific purpose		
	directions and	when recounting stories		
	demonstrations.	and experiences, giving		
		directions, offering an		
	CR2.4 Read and	opinion and providing		
	demonstrate	reasons, and explaining		
	comprehension of	information and		
	grade-appropriate	directions.		
	literary and			
	informational texts	CC2.4 Write stories,		
	read silently and orally	poems, friendly letters,		
	by relating and retelling	reports, and		
	key events and ideas in	observations using		
	sequence with specific	appropriate and		
	details and <b>discussing</b>	relevant details <b>in clear</b>		
	how, why, and what if	and complete		
	questions.	sentences and		
		paragraphs of at least		
		six sentences		
	Possible Assessment	Possible Assessment	Possible Assessment	
	Evidence:	Evidence:	Evidence:	
	<ul> <li>reading conference</li> </ul>	• report	<ul><li>conference</li></ul>	
	<ul><li>viewing multi-</li></ul>	<ul> <li>small group</li> </ul>		
	media experiences	discussion		
	<ul><li>listening</li></ul>	<ul> <li>representing</li> </ul>		
	experiences	experiences		
	<ul><li>big idea</li></ul>	r - r		
	discussions			
		1		



March – April	<b>Context</b> - Imaginative	CR2.1 Comprehend and	CC2.1 Compose and	AR2.1 Reflect on and	TRC Author Study kit	
(approx 8 weeks)	and Literary	respond to a variety of	<b>create</b> a range of visual,	assess their viewing,		
Author or Genre Study		grade-level texts and	multimedia, oral, and	listening, reading,	Modelled Reading:	
Author of defire study	Theme - Celebrating	make connections to	written texts and <b>make</b>	speaking, writing, and		
	Reading (Kevin Henkes	prior learning and	connections to own	other representing	Shared Reading:	
	- Author Study)	experience.	life.	experiences and		
				strategies by	Guided Reading:	
	<b>Big Ideas</b> : What is your	CR2.2 View and explain	<b>CC2.2</b> Use a variety of	participating in		
	idea of a good story? If	the key literal and	ways to <b>represent</b>	discussions and		
	you were to write the	inferential ideas,	understanding and to	relating work to a set		
	author or illustrator,	important details, and	communicate ideas,	of criteria.		
	what would you tell him	how elements enhance	procedures, <b>stories</b> ,			
	or her about the story?	meaning in grade-	and feelings in a clear	AR2.2 Set personal		
	Why would this be	appropriate visual and	manner with essential	goals as a result of		
	important?	multimedia texts.	details.	group discussions.		
		CR2.3 Listen and retell	CC2.3 Speak clearly			
		the key literal and	and audibly in an			
		inferential ideas and	appropriate sequence			
		important details	for a familiar audience			
		heard in small- and	and a specific purpose			
		large-group activities,	when recounting			
		and follow oral	stories and			
		directions and	experiences, giving			
		demonstrations.	directions, offering an			
			opinion and providing			
		CR2.4 Read and	reasons, and explaining			
		demonstrate	information and			
		comprehension of	directions.			
		grade-appropriate				
		<b>literary</b> and	CC2.4 Write stories,			
		informational <b>texts read</b>	<b>poems</b> , friendly letters,			
		silently and orally by	reports, and			
		relating and retelling	observations <b>using</b>			
		key events and ideas in	appropriate and			
		sequence with specific	relevant details in			
		<b>details</b> and discussing	clear and complete			



		how, why, and what if questions.  Possible Assessment Evidence:	sentences and paragraphs of at least six sentences.  Possible Assessment Evidence:	Possible Assessment Evidence: • conferences		
May – June (approx 8 weeks)  Multi-genre Inquiry and/or Interdisciplinary	Context – Environmental and Technological  Theme – Animal Growth and Change	CR2.1 Comprehend and respond to a variety of grade-level texts and make connections to prior learning and experience.	CC2.1 Compose and create a range of visual, multimedia, oral, and written texts and make connections to own life.	AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by	Modelled Reading: Shared Reading: Guided Reading:	EL Screen Full DRA
	Big Ideas: What do we know/want/need to know about animals? Why are some animals pets and others wild? How do humans and animals coexist? How have technological advances had an impact	CR2.2 View and explain the key literal and inferential ideas, important details, and how elements enhance meaning in grade- appropriate visual and multimedia texts.	CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	participating in discussions and relating work to a set of criteria.  AR2.2 Set personal goals as a result of group discussions.		
	on animals' habitats? What impact do we have on animals' habitat?	CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral	CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences,			



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directions and	giving directions,		
demonstrations.	offering an opinion		
	and providing		
CR2.4 Read and	reasons, and		
demonstrate	explaining		
comprehension of	information and		
grade-appropriate	directions.		
literary and			
informational texts	CC2.4 Write stories,		
read silently and orally	poems, friendly letters,		
by relating and	reports, and		
retelling key events	observations using		
and ideas in sequence	appropriate and		
with specific details	relevant details in		
and discussing how,	clear and complete		
why, and what if	sentences and		
questions.	paragraphs of at least		
4	six sentences.		
Possible Assessment	Possible Assessment	Possible Assessment	
Evidence:	Evidence:	Evidence:	
• retell	<ul> <li>conference</li> </ul>	• conference	
• listening	<ul> <li>class and small</li> </ul>		
experiences	group discussion		
<ul><li>questioning</li></ul>	• report		
questioning	-		
	• observation		
	journal		