

English Language Arts Grade 2 Year Plan Template - Sample

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

		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • story retell • viewing experiences • discussion of big ideas 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • story and/or friendly letter • be a storyteller experience 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		
<p>November – December (approx.. 7 weeks)</p> <p>Multi-genre Thematic</p>	<p>Context – Communicative</p> <p>Theme – Keep in Touch</p> <p>Big Ideas: In what ways and why do people keep in touch with one another? How can people listen to and show empathy with others?</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts that address: social responsibility.</p> <p>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.</p> <p>CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and</p>	<p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: social responsibility.</p> <p>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.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</p>	<p>AR2.1 Reflect on and assess their viewing, listening, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria.</p>	<p><i>Collections 2, Fluent Blue 2</i></p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p> <p>FNMI Content Books – TRC Kit</p>	

		<p>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.</p>	<p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • story retell of key events and ideas in sequence • viewing experiences • discussion of big ideas • listening experiences 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • poem • drama • reader's theatre 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		
<p>January – February (approx.. 8 weeks)</p>	<p>Context – Social, Cultural, and Historical</p> <p>Theme - People! Places!</p> <p>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</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts that address: community.</p> <p>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.</p>	<p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore: community.</p> <p>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.</p>	<p>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.</p> <p>AR2.2 Set personal goals as a result of</p>	<p><i>Collections 2, Fluent Blue 1</i></p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	<p>EL Screen Oral Fluency DRA</p>

	community interesting?	<p>CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate 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.</p>	<p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences</p>	group discussions.		
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • reading conference • viewing multi-media experiences • listening experiences • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • report • small group discussion • representing experiences 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		

<p>March – April (approx.. 8 weeks)</p> <p>Author or Genre Study</p>	<p>Context –Imaginative and Literary</p> <p>Theme – Celebrating Reading (Kevin Henkes - Author Study)</p> <p>Big Ideas: What is your idea of a good story? If you were to write the author or illustrator, what would you tell him or her about the story? Why would this be important?</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts and make connections to prior learning and experience.</p> <p>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.</p> <p>CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing</p>	<p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts and make connections to own life.</p> <p>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.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete</p>	<p>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.</p> <p>AR2.2 Set personal goals as a result of group discussions.</p>	<p>TRC Author Study kit</p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	
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		how, why, and what if questions.	sentences and paragraphs of at least six sentences.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • conference • class and small group discussion • big idea discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • stories • poems • conferences • representing experiences • class and small group discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conferences 		
May – June (approx.. 8 weeks) Multi-genre Inquiry and/or Interdisciplinary	<p>Context – Environmental and Technological</p> <p>Theme – Animal Growth and Change</p> <p>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 on animals’ habitats? What impact do we have on animals’ habitat?</p>	<p>CR2.1 Comprehend and respond to a variety of grade-level texts and make connections to prior learning and experience.</p> <p>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.</p> <p>CR2.3 Listen and retell the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral</p>	<p>CC2.1 Compose and create a range of visual, multimedia, oral, and written texts and make connections to own life.</p> <p>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.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences,</p>	<p>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.</p> <p>AR2.2 Set personal goals as a result of group discussions.</p>	Modelled Reading: Shared Reading: Guided Reading:	EL Screen Full DRA

		<p>directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate 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.</p>	<p>giving directions, offering an opinion and providing reasons, and explaining information and directions.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • retell • listening experiences • questioning 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference • class and small group discussion • report • observation journal 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		