

# English Language Arts Grade 2

*Teachers Guide*

*DRAFT*

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English Language Arts Grade 2: Teachers Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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## Introduction Grade Primary - 2 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grade Primary to 2 is evidence-based and leverages the impact of explicit and systematic instruction with responsiveness to advantage all Nova Scotia students. The curriculum represents a significant stride toward the commitment to Inclusive Education and reflects the understandings within Nova Scotia's Six Pillars of Effective Reading Instruction. The curriculum is organized around three core strands—Foundations of Language, Comprehension, and Composition and is designed to guide effective literacy instruction, student achievement, and well-being.

The curriculum is aligned with our Nova Scotia Inclusive Education Policy and the embedded framework of Multi-Tiered System of Supports (MTSS) – ensuring that it can advantage all students through tiers of instruction, intervention, and other supports. Notably, the curriculum is specifically designed to address the systemic disparities often faced by historically marginalized communities, including, but not limited to, African Nova Scotian and Mi'kmaw students. By strengthening universal instruction and integrating culturally relevant practices and pedagogies that reflect and honour many unique identities, the curriculum aims to bridge the opportunity gap and empower students.

The progression of learning from Primary to Grade 2 is carefully designed to scaffold students' development across various literacy and communication outcomes. While some indicators remain consistent across these grades, reflecting fundamental skills essential at each level, the complexity and depth of tasks associated with these indicators increase. This scaffolding is evident in the types of texts students engage with, the complexity of the writing tasks, and the depth of oral language and comprehension expected. As students advance, they encounter more challenging texts and are guided to apply their skills in increasingly sophisticated ways. This approach ensures a solid foundation in the early grades, building towards more complex literacy and communication skills tailored to students' evolving proficiencies and understanding.

**Strand A: Foundations of Language:** Foundations of Language strand focuses on delivering explicit instruction in the building blocks of literacy, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. By providing clear and systematic instruction, all students can develop crucial reading and writing skills from the earliest stages of their education. This provides a strong literacy foundation and allows all students to engage successfully in independent reading and writing.

**Strand B: Comprehension:** In the Comprehension strand, instruction is designed to explicitly teach students how to apply their foundational skills to access text and build more complex skills such as analyzing, synthesizing, and interpreting various texts. This approach helps students build a deeper understanding of a variety of texts, enhancing their ability to think critically and engage with content effectively. Students learn to connect with material in a way that builds a deep understanding and appreciation of diverse perspectives, knowledge, and literary genres.

**Strand C: Composition:** The Composition strand emphasizes the importance of expressing written ideas clearly and effectively. Explicit instruction in the writing process, including planning, revising editing, and transcription fundamentals, is critical within this strand. The indicators cover the basics of transcription, such as printing fluently with accurate letter formation and correct spelling. Additionally, students practice and apply their writing skills in digital formats. By mastering these foundational skills and utilizing modern tools, students learn to articulate their thoughts with clarity and accuracy. This approach ensures that all students gain the competencies necessary to successfully express their thoughts and understandings.

# Essential Skills for Readers in Grade Two

## Oral Language

### Syntax

- using complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
- presenting information in different ways

### Morphology

- prefix and suffix use to change word meaning
- plurals, possessives, verb tenses, conjunctions, compound words, contractions, irregular plurals, possessives, inflectional endings
- how to infer the meaning of new words by knowledge of word part

### Vocabulary

- See vocabulary section

### Discourse

- recounting stories and detailed personal experience
- expressing and explaining ideas/opinions using details or examples
- clarifying ideas and thoughts in response to the audience
- generating a two or three step process in sequence with more detail
- asking and responding to questions to seek clarification of others' ideas or to gather further information

### Pragmatics

- participating in partner, small- and whole-group discussion
- listening to infer meaning
- initiating, maintaining, and extending conversations in various groups of different sizes
- matching language and style to audience, situation, and purpose
- turn-taking as a speaker and listener in conversations
- sharing physical and emotional feelings and needs
- using language to indicate agreement or disagreement
- listening and responding to oral stories/read alouds
- following multi-step directions and giving directions with two or more steps

## Phonics

Phonological and phonemic awareness instruction supports word reading accuracy. Instruction beyond grade 1 focuses on phonics and word recognition and the transfer of these skills to continuous text.

### Alphabetic Knowledge

- letter symbol and sound (consonants, short vowels, long vowels, blends, digraphs, diphthongs)
- letter symbol and sound relationships to read words in connected text
- consonant sounds represented by different letters, letter clusters
- vowel sounds represented by various letters and letter clusters

### Application of Alphabetic Knowledge

- using consonant clusters that blend two or three sounds
- using consonant letters that represent two or more different sounds
- using various consonant clusters (blends, digraphs) letters or letter clusters
- using letter combinations that represent long vowel sounds, unique vowel sounds, two different vowel sounds
- using "r" controlled vowel sounds

### Word Recognition

- identifying words and word parts
- reading high frequency words with automaticity (phonetically regular and irregular spellings)

## Vocabulary

### Vocabulary Development

- using new vocabulary flexibly
- using new words that are linked to a specific genre or content area
- defining grade-appropriate vocabulary words by correct function and category
- synonyms and antonyms
- how to group words by categories (e.g., functions, attributes, academic domain)
- using vocabulary from the text in discussions about their reading
- applying vocabulary to reading and writing

## Reading Fluency

### Phrasing

- reading using meaningful phrases

### Expression

- integrating prosody (pause, pitch, stress, volume, tempo, rhythm, intonation, expression) when reading
- using dialogue and punctuation to reflect the meaning

### Adjusting Pace

- maintain momentum and accuracy when reading
- adjust rate and expression to suit the text
- when to slow down to problem solve

### Word Recognition

- high frequency words with automaticity in isolation and in continuous text
- phonograms (rime units, digraphs, blends, etc.) with speed and accuracy

## Comprehension

### Engagement with Text

- selecting a variety of texts as sources of interest, enjoyment, and information
- selecting fiction and information texts with a variety of text features
- selecting text representing a variety of genres
- selecting texts reflective of diverse experiences and perspectives to grow background knowledge
- growing background and vocabulary knowledge about concepts and topics

### Word Recognition

- see Phonics and Word Recognition section

### Print Concepts and Features of Text

- attending to punctuation in text gathering and confirming information from title and illustrations
- using text features to determine content, locate topics, and obtain information

### Strategic Processing of Text

- using comprehension strategies to build and monitor understanding
- searching for and using information
- self-monitoring for comprehension across chapters, series and character dialogue
- building knowledge and vocabulary related to a variety of concepts
- inferring and confirming the meaning of new vocabulary
- applying word-based decoding skills with comprehension strategies

### Responding to Text

- integrating new information to support and build meaning
- questioning before, during, and after reading
- synthesizing information from a variety of sources to discuss a text
- selecting important information to retell a story
- identifying and supporting a main idea of a story
- talking about the author's intended message with specific reference to the text
- critiquing a story by providing personal opinions based on examples from the story
- sharing ideas and opinions in discussions about text
- discussing texts from a variety of perspectives

**Foundations of Language**  
**Strand A**  
Grade Two Teacher Guide

# Overview of Oral and Non-Verbal Communication

## Outcome A1

### Grade Two Teacher Guide

Oral language instruction is foundational to literacy development and communication. Instruction in oral language in the early elementary grades (Primary to 2) is critical to build vocabulary knowledge, syntactical understanding, and discourse comprehension — all of which support reading comprehension, written expression, and oral communication. Outcome A1 provides curriculum outcomes to guide classroom instruction focused on these essential skills for Primary to grade 2 students. Students will build skills to understand and contribute meaningfully to both formal and informal contexts through oral communication and written expression while developing key knowledge to apply to meaning making from text. This outcome also has the capacity for educators to integrate the rich cultural tapestry of our communities, including Mi'kmaw and African Nova Scotian populations that enrich our province.

This outcome emphasizes the importance of recognizing and valuing all students' diverse linguistic and cultural backgrounds. By incorporating strategies that reflect and respect these diverse experiences, we create a learning environment where every student feels seen, heard, and respected. This approach enriches the learning experience for all students and fosters mutual respect, understanding, and appreciation for the diversity within our classrooms.

Integrated Language Arts, where topics within Science, Social Studies, Health, and Arts are woven into classroom instruction, provides engaging opportunities for student learning towards this outcome. Leveraging culturally relevant and engaging listening and speaking activities, such as storytelling, presentations, discussions, and role-plays, can value and affirm students' experiences, interests, and cultural backgrounds. These activities ensure multiple opportunities for students to practice and apply their oral language skills in meaningful contexts.

#### Key Indicators found in Outcome A1:

**Listening for Communication and Comprehension:** Students will develop skills to listen actively and interpret messages accurately, which is fundamental for effective communication and understanding.

**Oral and Non-Verbal Communication Strategies:** Students will explore and apply various strategies to enhance their spoken interactions and use non-verbal cues effectively, ensuring their messages are clearly conveyed and understood.

**Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication:** Students will receive direct instruction to build broad vocabulary knowledge, understanding of word order and choice, and grammatical aspects of language. These elements of the curriculum are critical not only for oral communication but also to strong development of reading comprehension and written communication.

The focus on vocabulary development, word choice, syntax, and grammar in oral language is crucial for enabling students to express themselves clearly and confidently. Through classroom instruction guided by the curriculum outcomes, students will develop the ability to articulate their thoughts and ideas effectively orally and through written expression, listen attentively and respectfully to others, and use non-verbal cues to enhance their overall communication.

## Outcome A1: Grade 2

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

### Indicators A1.1 Listening and Communicating for Comprehension

Primary	Grade 1	Grade 2
Use listening strategies to understand oral communication.	Use listening strategies to understand oral communication.	Use listening strategies to understand oral communication and interact with various context.

### Growing Instructional Understanding

#### Cultural Awareness in Listening Comprehension:

Integrating an understanding of cultural norms, customs, and practices into teaching listening for comprehension. It is important to recognize and value the diverse ways students express themselves, influenced by their cultural backgrounds. This involves becoming familiar with students' cultural contexts to enhance comprehension of both verbal and nonverbal communication.

**Listening Strategies Before Oral Communication:** Listening strategies prepare students to listen with purpose by setting specific listening goals or questions to focus on the main ideas or details. Emphasize the importance of understanding the speaker's background and context, which may involve pre-teaching cultural or subject-specific vocabulary and concepts.

**Listening Strategies During Oral Communication:** Actively engaging with the spoken message through summarizing or questioning to maintain focus and enhance retention. Encourage students to observe non-verbal cues (e.g., tone, facial expressions, body language) and consider how cultural norms might influence these expressions.

**Asking Questions:** The practice of inquiring for information or clarification to deepen understanding of the spoken word. Teachers should understand the importance of modelling and teaching different types of questions that promote critical thinking and engagement with the speaker's ideas.

**Oral Traditions:** The practice of passing stories, history, and knowledge from one generation to the next through spoken word rather than through written text. Teachers should recognize the importance of oral traditions in preserving cultural heritage and fostering community, emphasizing the listening to and sharing of traditional stories.

**Circular Narratives and Storytelling Circles** Circular narratives are stories that are not linear but rather take a more roundabout path, often reflecting the natural cycles of life. Storytelling circles are a communal activity where stories are shared orally in a group. Teachers need to appreciate the role of circular narratives in many cultures and incorporate storytelling circles into the classroom to encourage communal learning and appreciation for the art of storytelling.

**Conversational Turn-Taking and Responses** The practice of engaging in dialogue where speakers take turns speaking and listening, providing appropriate responses. Explicit instruction in conversational norms is crucial for students' social and language development, including teaching students to respect the speaker by waiting for their turn, showing interest through body language, and responding in a way that is relevant and respectful.

**Explicit Teaching of Listening and Speaking Behaviors:** Explicitly teach and model appropriate classroom listening and speaking behaviours, including turn-taking, respecting pauses, and recognizing when someone has finished speaking. Incorporate strategies that reflect the diverse communication styles of all students, allowing for both structured and unstructured speaking opportunities.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Follow oral directions accurately.
- Listen to stories, rhymes, songs, and information in school subjects.
- Understand and respond to classmates' communications about themselves or their learning.
- Ask questions to clarify information or messages during learning activities.
- Summarize key points from stories or discussions, identifying main ideas and important details.
- Respond appropriately in discussions, showing effective listening and processing of information.
- Show non-verbal signs of active listening, such as nodding and facing the speaker.
- Recall specific facts or details from oral presentations or classroom discussions, indicating strong retention of information.
- Demonstrate understanding of content through related activities, such as drawing or acting out scenes from stories.

## Outcome A1: Grade 2

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

### Indicators A1.2 Oral and Non-Verbal Communication Strategies

Primary	Grade 1	Grade 2
Use oral and non-verbal communication to express ideas and emotions.	Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages.	Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.

### Growing Instructional Understanding

**Understanding Diverse Communication Styles:** Recognize that students come from varied cultural and linguistic backgrounds with different norms for verbal and non-verbal communication. Understand that communication styles can vary greatly, with some cultures emphasizing direct verbal communication while others rely more heavily on non-verbal cues.

**Non-Verbal Communication:** Know that non-verbal communication includes facial expressions, body language, gestures, eye contact, and proximity, all of which can convey significant information beyond words. Appreciate how non-verbal cues can reinforce, contradict, substitute, complement, or accentuate what is being said verbally.

**Creating Inclusive Communication Practices:** Foster a classroom environment where all forms of communication are valued and understood, from verbal articulations to non-verbal expressions. Use visuals, demonstrations, and clear examples to teach about non-verbal communication, making the concepts accessible to young learners.

**Cultural and Linguistic Backgrounds:** It is important to note that all children enter the classroom from cultural and linguistic backgrounds and turn-taking systems. For example, one person comes to a complete stop, and there is a longer pause before the next person begins to speak. In contrast, there may be overlapping speech, shorter, or even non-existent pauses. Therefore, it is essential to explicitly teach classroom listening and speaking behaviours and create opportunities for all students to engage.

**Explicit Teaching of Listening and Speaking Behaviors:** Explicitly teach and model appropriate classroom listening and speaking behaviors, including turn-taking, respecting pauses, and recognizing when someone has finished speaking. Incorporate strategies that reflect the diverse communication styles of all students, allowing for both structured and unstructured speaking opportunities.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Interpret messages by responding to questions and prompts accurately, showing understanding of both the spoken words and non-verbal cues.
- Use appropriate facial expressions and gestures to enhance and clarify their spoken messages, showing awareness of non-verbal communication strategies.
- Explain their understanding of a conversation or presentation by summarizing or paraphrasing what was said.
- Participate actively in group discussions, using both verbal contributions and non-verbal cues (like nodding or showing expressions of confusion) to interact effectively with peers.
- Demonstrate the ability to adjust their tone, volume, and pace of speech based on the context or audience feedback, enhancing the clarity and appropriateness of their oral communication.
- Show awareness of the non-verbal cues of others by altering their responses or behavior in group interactions, reflecting an understanding of social cues and empathy.
- Engage in role-playing or activities that require the use of targeted non-verbal and verbal communication strategies to convey or interpret messages effectively.

## Outcome A1: Grade 2

Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts.

### Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar in Oral Communication

Primary	Grade 1	Grade 2
Use explicitly taught vocabulary, syntax, and grammar to communicate ideas.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

### Growing Instructional Understanding

**Oral storytelling:** Oral storytelling becomes more engaging and effective when we enrich our vocabulary, carefully select words tailored to the oral tradition, and master the art of arranging sentences and grammar effectively.

**Vocabulary:** Teaching new vocabulary requires explicit instruction to learn new word meanings and to build background knowledge. As well, instruction in how to correctly infer unknown words in print supports reading comprehension. This results in a breadth of words for use in speaking, reading, and writing. Instructional approaches include explicit instruction in new words, teaching context clues, and encouraging wide reading to expose students to new vocabulary.

**Word Choice:** The selection of specific words to convey meaning in a particular way. Word choice affects the tone, imagery, and clarity of communication. Teachers can demonstrate how changing a single word in a sentence can alter its meaning and impact, encouraging students to choose words that best express their thoughts and feelings.

**Syntax:** The arrangement of words and phrases to create well-formed sentences. Syntax rules govern how sentences are structured to convey clear and coherent ideas. Instruction might focus on sentence types (declarative, interrogative, imperative, exclamatory), the use of complex structures and the importance of variety in sentence construction to maintain reader interest. In the earliest years of education, instruction in syntactical features of the language occurs primarily in an oral language context. However, building these skills supports not only oral communication but also reading comprehension and written expression.

- Declarative: A sentence that makes a statement or gives information. Example: "The sky is blue."
- Interrogative: A sentence that asks a question. Example: "What time is it?"
- Imperative: A sentence that gives a command or makes a request. Example: "Please close the door."
- Exclamatory: A sentence that expresses strong emotion or surprise. Example: "Wow, that's amazing!"

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Apply explicitly taught vocabulary accurately in sentences and discussions to enhance the clarity and depth of information communicated.
- Construct sentences orally and in writing, using correct syntax that includes a variety of structures, such as compound and complex sentences.
- Demonstrate understanding and correct use of grammar rules in writing and oral communication.
- Utilize transitional words and phrases effectively to connect ideas within and between sentences, enhancing the flow of communication.
- Elaborate on ideas by using detailed descriptions, examples, and explanations that reflect an expanded vocabulary and a deeper understanding of content.

# Overview of Foundational Word Reading and Spelling

## Outcome A2

### Grade Two Teacher Guide

"Foundational Word Reading and Spelling" is a critical aspect of literacy instruction and development, particularly in the early years of literacy instruction – or for older learners who require support to build these skills. This outcome focuses on teaching the language's sound and alphabetic features (i.e., English or French). Critical to building the capacity to read and spell words, focused instruction in foundational word reading and spelling supports all learners to get off to a good early start as an independent reader and writers.

The Grade Primary to 2 curriculum provides outcomes and indicators that guide universal classroom instruction for all learners. The instructional focus in grade 2 shifts toward word-level reading and spelling while continuing explicit instruction in vocabulary knowledge. Therefore, although recommended professional resources will continue to include elements such as prefixes and suffixes, low-frequency spellings, and affixes in their scope and sequence – the pairing of phonemic awareness to individual letters and letter clusters in instruction no longer occurs. As such, indicators for phonemic awareness and grapheme-phoneme correspondence are not present at this grade level. For students identified as having difficulty in acquiring these specific skills, consideration should be given to multi-component, decoding-focused, research-based interventions.

**Word Level Reading and Spelling:** Through well-developed phoneme-grapheme connections, orthographic knowledge, and morphological knowledge students can engage in accurate reading of connected text while building fluency. This also supports correct spelling in written expression.

**Vocabulary and Reading Fluency:** These skills are crucial for reading comprehension. The curriculum guides instruction that will support learners to develop a broad vocabulary, and to correctly infer new, unknown words. Through instruction at developing foundational word reading and spelling skills, learners will become quick and accurate in their word reading which will support prosody and expression when reading text.

This curriculum respects the diverse needs and backgrounds of all learners, including those from Mi'kmaq and African Nova Scotian communities, ensuring that materials and methods are culturally responsive and reflective of our students' experiences. The curriculum is anchored in core principles that ensure inclusive education and effective learning for every student. Systematic and explicit instruction, building from simple to more complex and supporting mastery of each step, is critical when teaching foundational word reading and spelling. Foundational Word Reading and Spelling are critical in addressing the opportunity gap that exists for historically marginalized students, as well as all students who face systemic barriers and biases that limit access to education. By ensuring that all students receive effective and equitable instruction in literacy with ongoing high expectations, school systems can provide opportunities for all educational pathways for all students.

## Outcome A2: Grade 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.1 Word-Level Reading and Spelling: Using Phonics Knowledge

Primary	Grade 1	Grade 2
<p>Use phonics knowledge and phonemic blending to read words in isolation and various text contexts.</p> <p>Use phonemic segmentation to spell phonetically regular words in isolation and various text contexts.</p>	<p>Use phonics knowledge and phonemic blending to read words in isolation and various text contexts.</p> <p>Use phonemic segmentation to spell phonetically regular words in isolation and various text contexts.</p>	<p>Use consolidated phonics knowledge, including phonemic blending, to read and spell multisyllabic words in a variety of text contexts.</p>

### Growing Instructional Understanding

<p><b>Consolidated phonics:</b> Consolidated phonics knowledge refers to the ability to recognize and use common letter patterns, syllable types, and spelling conventions to read and spell words accurately.</p> <p><b>Blending:</b> Blending is the skill of combining individual sounds (phonemes) to form words. When students are ready to use blending, they can hear discrete sounds and smoothly merge them together to recognize or say the whole word. For example, blending the sounds /b/, /a/, /t/ to make "bat."</p> <p><b>Segmenting:</b> Segmenting involves breaking down words into their individual sounds. When students are ready to use segmenting, they can take a whole word and split it into its component sounds. This skill is crucial for spelling and understanding the structure of words. For instance, segmenting "cat" into /c/, /a/, /t/. easier for learners to read.</p>	<p><b>Multisyllabic words:</b> <b>Multisyllabic words</b> are words that contain two or more syllables. Reading and spelling these words require understanding syllable division and stress patterns.</p> <p><b>Closed Syllables:</b> A syllable with a single vowel followed by one or more consonants (e.g., "cat," "dog"). The vowel is usually short.</p> <p><b>Open Syllables:</b> A syllable that ends with a single vowel (e.g., "he," "go"). The vowel is usually long.</p> <p><b>Vowel-Consonant-e (VCe) Syllables:</b> A syllable with a vowel followed by a consonant and a silent "e" (e.g., "cake," "home").</p> <p><b>R-Controlled Syllables:</b> A syllable in which a vowel is followed by an "r," which alters the vowel sound (e.g., "car," "bird").</p> <p><b>Vowel Digraph Syllables:</b> A syllable containing two vowels that together make one vowel sound (e.g., "team," "boat").</p> <p><b>Consonant-le Syllables:</b> A final syllable containing a consonant followed by "le" (e.g., "table," "little").</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Apply grapheme-phoneme correspondences fluently to decode words, including the use of long vowel patterns (CVCe, CVVC) and more complex vowel teams (like <ai>, <oa>, <ue>, <ei>).
- Read and spell multisyllabic words confidently by applying advanced phonics strategies such as identifying vowel sounds in each syllable, using knowledge of open and closed syllables, and recognizing common suffixes and prefixes.
- Demonstrate mastery in blending sounds within syllables and then combining syllables to read or spell longer words effectively and efficiently.
- Utilize knowledge of irregular phonics patterns and exceptions in English (such as <ough>, <augh>, <ei>, <eigh>) to read and spell words accurately.
- Identify and use r-controlled vowels (<ar>, <er>, <ir>, <or>, <ur>) and diphthongs (<oi>, <oy>, <ou>, <ow>) to read and spell words with precision.
- Apply phonemic awareness skills to segment and blend phonemes within multisyllabic words, improving decoding and encoding skills across various texts.
- Show automaticity in reading and spelling words with common digraphs and trigraphs (such as <sh>, <ch>, <th>, <ph>, <dge>, <tch>), indicating a solid understanding and application of learned phonics rules.
- Engage in reading activities that require them to decode unfamiliar words using their phonics knowledge, demonstrating the ability to apply learning in real-world contexts.
- Spell complex words with accuracy, reflecting an understanding of advanced phonics patterns and rules, including those related to word structure and morphology.

## Outcome A2: Grade 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge

Primary	Grade 1	Grade 2
Use developing orthographic knowledge to decode and blend to read simple words and make a spelling choice.	Use developing orthographic knowledge, including position-based tendencies, to decode words with increasing accuracy.  Use developing orthographic knowledge to spell with increasing accuracy.	Use consolidated orthographic knowledge, including position-based tendencies, to accurately pronounce words when reading and to spell words correctly.

### Growing Instructional Understanding

**Orthographic mapping:** Orthographic mapping is the process by which students learn to recognize words by sight, linking the specific letters and their patterns (orthography) with spoken language. This skill allows students to read words quickly and automatically without needing to sound them out each time. It is essential for fluent reading and involves the integration of phonemic awareness, phonics, and vocabulary knowledge. These maps apply to phonetically regular and irregular words.

Understanding letter combinations and patterns that represent specific sounds or groups of sounds is needed for the **orthographic mapping process**.

Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling.

**Position-based tendencies:** Position-based tendencies refer to the predictable patterns in which certain letters or letter combinations appear in specific positions within words (e.g., 'ck' typically appears at the end of words, 'tch' often follows short vowels).

**Accurate pronunciation:** Accurate pronunciation involves using orthographic knowledge to correctly pronounce words, taking into account common spelling patterns and position-based tendencies.

**Position-based tendencies:** Position-based tendencies refer to the common patterns and rules that govern how letters and sounds are used based on their position within a word. For example, certain letters or combinations appear more frequently at the beginning, middle, or end of words.

**Diphthongs:** are vowel sounds that begin with one vowel sound and glide into another with the same syllable. This creates a single, smooth sound. Example: “Boil”

## Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Apply orthographic knowledge to accurately spell and pronounce words.
- Demonstrate understanding that phonemes can be represented by different graphemes depending on their position within a word.
- Use knowledge of position-based tendencies and orthographic patterns to make informed choices between multiple graphemes for a single phoneme in spelling tasks.
- Identify and correctly use less common and more complex spelling patterns for phonemes with multiple graphemes, such as recognizing that /k/ can be spelled as <k>, <c>, <ck>, or <ch> depending on the phonetic and orthographic context.
- Read and pronounce multisyllabic words accurately by applying knowledge of syllable types, syllable division rules, and the effects of syllable position on phoneme pronunciation.
- Demonstrate mastery in using complex consonant blends and digraphs in both reading and spelling activities, recognizing how their position affects their use and pronunciation.
- Apply rules for adding suffixes and prefixes, adjusting spelling as necessary based on the final letters of the base word (e.g., doubling consonants, dropping silent <e>, changing <y> to <i>).
- Recognize and correctly spell compound words, contractions, and frequently confused homophones (e.g., their/there/they're) by utilizing consolidated orthographic knowledge.
- Use knowledge of vowel patterns and diphthongs to decode unfamiliar words and refine spelling accuracy, recognizing variations in vowel sounds depending on word position and surrounding letters.
- Spell and read words with irregular spelling patterns and exceptions to general rules.

## Outcome A2: Grade 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.3 Vocabulary

Primary	Grade 1	Grade 2
Develop and use explicitly taught vocabulary, including commonly used words, in various contexts with accuracy.	Develop and use explicitly taught vocabulary, in various contexts, including commonly used and subject specific words. Apply developing morphological knowledge to understand new words in context.	Develop and use explicitly taught vocabulary, in various contexts, including commonly used and subject specific words. Apply developing morphological knowledge to understand new words in context.

### Growing Instructional Understanding

**Vocabulary:** Students learn new vocabulary and deepen their understanding of known words through a variety of language and literacy experiences, including explicit instruction and implicitly through oral and written communication.

**Explicit vocabulary instruction:** Explicit vocabulary instruction involves directly teaching specific words and their meanings, including how they are used in different contexts. This includes high-frequency words that students commonly encounter and subject-specific vocabulary that is essential for understanding content in various academic areas.

**Academic vocabulary:** Students learn many new words, particularly **academic vocabulary** and content area vocabulary, through explicit instruction and practice with opportunities to comprehend in receptive language and to use in expressive language.

**Subject-specific vocabulary:** Subject-specific vocabulary consists of words and terms that are specific to certain academic disciplines, such as science, mathematics, social studies, and language arts. Understanding these terms is essential for academic success and comprehension of content-specific texts.

**Morphological knowledge:** Morphological knowledge is the understanding of the structure of words, including the use of prefixes, suffixes, root words, and inflectional endings. This knowledge helps students decode and understand unfamiliar words by recognizing their component parts.

Students can learn more words implicitly when they are taught strategies to increase their awareness of unfamiliar words in their daily language and literacy experiences and to then think about the words, including ways to figure out the meanings of these new words and incorporate them into their growing vocabularies

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Demonstrate an ability to adapt word usage to different settings and subjects, showing deeper comprehension and application skills.
- Expand understanding of synonyms and antonyms, using them to enrich spoken and written communication, and to enhance comprehension during reading.
- Identify and use words with multiple meanings accurately within sentences, showing an increased understanding of context and how it affects word meaning.
- Apply knowledge of common prefixes and suffixes to decode new words and understand their meanings in various contexts, enhancing vocabulary and reading comprehension.
- Recognize and use subject-specific vocabulary appropriately, relating to topics like science (e.g., condensation, germination), math (e.g., addition, fraction), and social studies (e.g., community, culture), and incorporating these terms into discussions and writing.
- Provide clear definitions for new words, using a category, function, and an example, and explain how morphological elements like root words contribute to their meanings.
- Categorize words into more complex groups and subgroups, understanding the relationships and hierarchies between them, and demonstrating advanced sorting skills.
- Demonstrate the ability to infer the meaning of unfamiliar words using context clues, knowledge of word parts (morphemes), and syntactical hints within texts.

## Outcome A2: Grade 2

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.4 Reading Fluency: Accuracy, Rate and Prosody

Primary	Grade 1	Grade 2
Read simple words and short sentences in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension.	Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.	Read words, sentences, and paragraphs in various texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation.

### Growing Instructional Understanding

<p><b>Fluency:</b> Fluency is the ability to read text accurately, at a suitable pace, with expression, bridging word recognition and comprehension, allowing cognitive resources to focus on text meaning.</p> <p><b>Fluent reading:</b> Fluent reading involves integrating word recognition to read accurately, with appropriate pacing, expression, and intonation for comprehension and conveying meaning.</p> <p><b>Accuracy:</b> Accuracy in reading refers to the correct identification and pronunciation of words in a text. High accuracy is essential for understanding and interpreting text correctly.</p>	<p><b>Pacing :</b> Pacing refers to the speed at which a student reads. Appropriate pacing means reading at a rate that is neither too fast nor too slow, allowing for proper comprehension and retention of information.</p> <p><b>Expression and intonation:</b> Expression and intonation involve using variations in pitch, tone, and volume to convey meaning and emotion while reading aloud. This makes the reading more engaging and helps convey the author's intent.</p> <p><b>Phrased reading:</b> Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions. This will help to build an understanding of the reciprocity between reading and writing. Strong reading fluency supports learners' written communication skills.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Read multisyllabic and more complex high-frequency words with automaticity in varied contexts, demonstrating advanced decoding skills and increased vocabulary knowledge.
- Demonstrate fluency in reading sentences and paragraphs, maintaining appropriate pace and accuracy to enhance comprehension of longer texts.
- Use expression effectively when reading aloud, adjusting voice for different characters, emotions, and narrative tones to reflect an understanding of the text's meaning and nuances.
- Use correct intonation and emphasis based on punctuation and context cues, showing an advanced understanding of how syntax and punctuation affect reading.
- Apply learned phonics skills to decode unfamiliar words quickly and accurately within sentences and connected texts, reducing the cognitive load and allowing for smoother reading.
- Respond to text structure (such as dialogue or changes in setting) by altering tone and pace, illustrating a deeper engagement with the text and its elements.
- Interpret and respond to various types of punctuation (like commas, dashes, and ellipses) by modifying pacing and expression to convey the intended message effectively.
- Show sustained reading stamina and engagement when reading aloud, showing the ability to maintain fluency and comprehension over longer periods.
- Critique their own reading when practicing or performing, identifying areas for improvement in fluency, accuracy, or expression, and making efforts to adjust accordingly.

# Overview of Language Conventions for Reading and Writing

## Outcome A3

### Grade Two Teacher Guide

In grades Primary to Grade 2, it is essential to provide students with explicit instruction in sentence structure, morphology, phonology, syntax, capitalization, and punctuation. Just like reading skills, explicit instruction in writing skills is necessary to ensure that students have access to the curriculum. These skills are not intuited across languages and must be explicitly taught.

A student's writing is influenced by their home language. Home language is personal and intimately connected to parents, grandparents, and other loved ones, fostering a sense of belonging. Valuing students' home languages is paramount when teaching writing and linguistic conventions in the classroom because the conventions of home language are often visible in students' writing. Incorporating planned teaching during whole group instruction, such as demonstrating plurals in both English and French or providing information on dialects (e.g., goin' and going) followed with immediate affirmative feedback, acknowledges and incorporates students' diverse language backgrounds. This approach reinforces the understanding that there are differences in writing and linguistic conventions, emphasizing that these differences are not better or lesser, just different.

As Nova Scotia continues to grow as a destination for families from across Canada and the globe, embracing linguistic diversity becomes increasingly important. Our classrooms reflect this diversity through various dialects within the same language and the increasing presence of English as Additional Language students. An awareness that all languages possess distinct conventions is an important understanding for assessing students and viewing them as fully capable of meeting high expectations within inclusive learning environments. The different linguistic knowledge and experiences of English as an Additional Language students support the understanding of linguistic diversity of all students in the class. Recognizing and affirming linguistic and dialect variety is important, as is the recognition that all students can successfully acquire strong oral and written communication and reading skills through research-based instruction.

#### Key Indicators to find in Outcome A3:

**Syntax and Sentence Structure:** Students receive direct instruction on how word order conveys meaning in a language. Instruction may focus on constructing sentences correctly and understanding the arrangement of words and phrases to create well-formed sentences.

**Grammar:** Teaching grammar involves more than just memorizing rules; it is about helping students apply these rules contextually within their writing and reading tasks, enhancing clarity and coherence.

**Capitalization and Punctuation:** These elements are crucial for the readability of texts. Students learn the rules of capitalization and the use of punctuation marks to enhance the meaning and flow of their writing.

Through structured and explicit instruction, paired with an appreciation for linguistic diversity, Outcome A3 prepares students to navigate the complexities of language with confidence. By acknowledging and integrating the diverse linguistic backgrounds of our students, we create a supportive and inclusive learning environment where all students are equipped to succeed. This foundation not only supports academic success in reading and writing but also fosters a broader respect for cultural diversity.

## Outcome A3: Grade 2

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

### Indicators A3.1 Syntax and Sentence Structure

Primary	Grade 1	Grade 2
Compose simple sentences orally and in writing, using syntax and sentence structure.	Compose simple and compound sentences orally and in writing, using syntax and sentence structure.	Compose simple and compound sentences in writing, using syntax and sentence structure.

### Growing Instructional Understanding

<p>When developing skills to compose sentences, syntax and sentence structure need to be modelled orally by the teacher and used by students in authentic communication situations. When possible, consider and incorporate students' diverse language backgrounds in teaching syntax and sentence structure.</p> <p><b>Sentence Structures:</b> Start by explaining simple and compound sentences. Highlight that simple sentences contain one independent clause, while compound sentences link two independent clauses using conjunctions like 'and', 'but', 'or', and 'so'.</p> <p><b>Sentence Types:</b> Introduce the four main types of sentences: declarative, interrogative, imperative, and exclamatory. Discuss their purposes and how they are used in daily communication to express statements, questions, commands, or strong feelings.</p>	<p>When students have multiple opportunities to hear and use syntax and sentence structures, they develop the ability to understand and use them when speaking, reading, and writing. Model writing simple and compound sentences in front of the class. Provide practice opportunities with guided supports like sentence starters or scaffolds, helping students feel confident in their sentence construction abilities.</p> <p><b>Apply across curriculum:</b> Encourage students to use varied sentence structures in their writing across all subjects. This practice helps reinforce their learning and shows them the practical applications of their new skills in real-world contexts.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Compose simple sentences with correct syntax, demonstrating clear subject-verb-object construction.
- Create compound sentences using appropriate conjunctions, showing an ability to link two independent clauses effectively.
- Use a variety of sentence types in their writing, including declarative, interrogative, imperative, and exclamatory, suitable for different contexts and purposes.
- Demonstrate the ability to expand on ideas within sentences by incorporating additional details or connecting thoughts using conjunctions.
- Apply sentence structure knowledge to write clearly and coherently across various disciplines, showing the integration of syntax skills in content-area writing.
- Experiment with altering sentence structure in revisions, such as changing a series of simple sentences into a compound sentence to improve flow and interest.

## Outcome A3: Grade 2

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

### Indicators A3.2 Grammar

#### Primary

Recognize parts of speech in oral language. Use this knowledge to support comprehension and communication.

#### Grade 1

Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.

#### Grade 2

Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.

### Growing Instructional Understanding

Students use and understand language structures in oral communication before they use them in writing.

**Parts of speech:** Parts of speech are categories of words based on their function within a sentence, including nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and more. Understanding these categories helps students comprehend texts and construct meaningful sentences.

**Common articles:** Common articles are words that define a noun as specific or unspecific. In English, the common articles are 'a', 'an', and 'the'. 'A' and 'an' are used with non-specific nouns, while 'the' is used with specific nouns already known to the listener or reader.

**Pronouns:** Personal pronouns are words that replace specific nouns and refer to people or things (e.g., I, you, he, she, it, we, they). They help avoid repetition and make sentences clearer.

**Nouns:** Nouns are words that name people, places, things, or ideas. They can be common (general name, e.g., girl, city) or proper (specific name, e.g., Sarah, London).

**Abstract nouns:** Abstract nouns represent ideas, qualities, or states that cannot be seen or touched (e.g., happiness, freedom).

**Collective nouns:** Collective nouns refer to a group of individuals or things (e.g., team, family).

**Verbs:** Verbs are action words that describe what someone or something is doing. Verbs are essential for constructing sentences and can indicate the time of action (past, present, future).

**Comparative adjectives :** Comparative adjectives compare two things (e.g., bigger, smarter), while **superlative adjectives** compare three or more things (e.g., biggest, smartest).

Recognizing the diverse linguistic backgrounds of students and respecting the influence of their home languages and dialects on their learning process is critical to culturally responsive teaching practices.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and correctly use a wider range of parts of speech, including adverbs and prepositions, in oral and written sentences.
- Construct complex sentences that effectively use conjunctions, adverbs, and adjectives to enhance detail and clarity in communication.
- Demonstrate understanding of how different parts of speech interact within sentences to convey specific meanings and emotions in their writing.
- Apply parts of speech knowledge in writing assignments across different subjects, showing their ability to transfer grammatical skills to various contexts.
- Participate actively in classroom discussions, correctly using parts of speech to build coherent and nuanced statements.
- Analyze sentences in reading materials by identifying parts of speech and discussing their contribution to overall text meaning.

## Outcome A3: Grade 2

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing

### Indicators A3.3 Capitalization and Punctuation

Primary	Grade 1	Grade 2
Use knowledge of capital letters at the beginning of sentences and punctuation at the end when reading and writing.	Apply knowledge of capitalization and appropriate end punctuation when reading and writing.	Apply knowledge of capitalization and appropriate punctuation when reading and writing.

### Growing Instructional Understanding

<p>Introduce and develop language conventions within real contexts of oral communication, reading, and writing, rather than teaching them in isolation.</p> <p>Modelling a “think-aloud” with students when encountering capitalization and punctuation marks when reading can support student understanding since it makes explicit the function of capitalization and punctuation in written text. Students will then be able to transfer this understanding when they are reading and writing on their own.</p> <p><b>Quotation marks:</b> Quotation marks are used to denote spoken dialogue or quoted text, highlighting words that are spoken or written by someone else. Introduce the use of quotation marks in dialogue, and for quoting direct speech or text, practice their placement around the quoted words and incorporate other punctuation like commas and periods with quotation marks.</p>	<p><b>Capitalization:</b> Capitalization is the use of uppercase letters to begin sentences, proper nouns, and titles, and for emphasis in certain contexts. It signals the start of new sentences or the importance of specific nouns.</p> <p>Reinforce the use of capital letters at the beginning of every sentence and for proper nouns, enhancing student editing skills during writing assignments.</p> <p><b>Commas:</b> Commas are used to separate items in a list, clauses in a sentence, or to add pauses in complex sentences for clarity.</p> <p>Teach students to use commas in lists, after introductory words or phrases, and between clauses in compound sentences to improve reading fluency and comprehension.</p> <p><b>Apostrophes:</b> Apostrophes indicate possession (e.g., Sara’s book) or the omission of letters in contractions (e.g., can’t for cannot).</p> <p>Explain the use of apostrophes in showing possession of singular and plural nouns and in forming contractions, emphasizing the differences in usage.</p>
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## Evidence of Learning for Indicators

The following information provides suggested “Look Fors” to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Apply capitalization rules consistently in all writing, including the first word in a sentence, proper nouns, and titles.
- Use commas accurately in lists, after introductory elements, and to separate clauses, enhancing readability and comprehension of their writing.
- Demonstrate correct use of apostrophes in possessive forms and contractions, showing understanding of their different applications.
- Incorporate quotation marks correctly when writing dialogue or quoting text, ensuring they are paired with appropriate punctuation.
- Identify and correct punctuation and capitalization errors during peer review sessions or in their own writing as part of editing practice.
- Read aloud texts using appropriate pauses and expression, guided by the punctuation marks within the text, such as commas and quotation marks.

**Comprehension: Understanding and Responding to Text**  
**Strand B**  
Grade Two Teacher Guide

## Overview of Knowledge about Texts

### Outcome B1

#### Grade Two Teacher Guide

Outcome B1 is strategically designed to deepen students' comprehension and engagement with a variety of texts, building upon the foundational literacy skills outlined in Strand A. This outcome aims to transform the act of reading from mere decoding to a dynamic interaction with text by leveraging key foundational skills such as phonemic awareness, phonics skills, decoding, and fluency.

The curriculum is crafted to enhance students' ability to not only recognize words but also to understand their meanings, contexts, and the intricacies of different text structures and styles. This deeper understanding is essential for engaging effectively with diverse genres and texts that represent a broad spectrum of perspectives and cultural experiences. Students explore texts featuring authentic authorship, gaining valuable insights into varied ways of thinking and expression, which enrich their cognitive and empathetic skills.

#### Key Indicators for Outcome B1:

**Text Forms and Genres:** Students will learn to identify and differentiate between various text forms and genres, understanding how each genre serves different purposes and audiences.

**Text Patterns and Features:** Recognizing patterns and features common to specific types of texts aids students in anticipating content and structure, enhancing their reading strategy.

**Visual Elements of Text:** Understanding visual elements such as images, graphs, and layout contributes to a fuller comprehension of the text's message and intent.

**Elements of Style:** Students will explore how different authors' styles and points of view influence the narrative or informational content of texts, fostering a critical reading stance.

**Point of View:** Starting in **Grade One and continuing into Grade Two**, the indicator on point of view has been added to help young learners begin to recognize and understand the perspective from which a text is written.

The curriculum intertwines these indicators with strands of language comprehension—including vocabulary knowledge, syntax, and narrative structure—to build a comprehensive reading ability. As these strands are woven together through explicit instruction and practice, students' fluency and comprehension skills strengthen, enabling them to tackle more complex texts with increased understanding and insight.

Outcome B1 is designed to empower students to become proficient readers who engage thoughtfully and critically with texts. Integrating foundational skills with comprehension strategies and a focus on educational equity, we prepare our learners to navigate the diverse landscape of written expression with competence and confidence.

## Outcome B1: Grade 2

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

### Indicators B1.1 Text Forms and Genres

Primary	Grade 1	Grade 2
Identify simple narrative and informational text	Identify narrative and informational text forms and associated genres.	Identify characteristics of narrative and informational text forms and associated genres.

### Growing Instructional Understanding

**Linear Narrative:** A **simple linear** narrative text tells a story in a line, with a clear beginning, middle, and end. It involves characters, settings, and events that unfold over time, often focusing on a problem or adventure that gets resolved.

**Information text:** An **informational text** is nonfiction writing that provides facts and information about real-world topics. It's designed to educate on specific subjects, using clear explanations and factual details. Unlike narrative texts, informational texts do not use story elements like characters and setting, they use non-fiction text features such as headings, diagrams, photographs, and bold letters to support comprehension of texts.

**Narrative structures:** Narrative structures vary across cultures. Many cultures grounded in oral traditions, including Mi'kmaq and African Nova Scotians, use **circular narrative structures**. For example, a story starts with the "ending" or "remembering" of past events. All students, including students most familiar with circular narratives, will need explicit instruction to support their understanding of linear narrative structure. A useful way for students to develop their understanding of "beginning, middle, and end" is to support linear narratives with a graphic organizer.

**Text genres:** Text genres refer to categories of texts that share similar characteristics, themes, or formats. For example, fairy tales, biographies, and how-to guides each belong to different genres. Explore a variety of genres within narrative and informational texts to help students recognize the range of writing styles and purposes.

Successful inclusive education requires ensuring that every student sees themselves reflected throughout their schools, learning resources, and learning experiences. (NS Inclusive Education Policy, 2019)

- Students need to see their identities, cultures, abilities, communities, and families represented in the texts that they view and read.
- Classroom libraries should include multicultural texts that present accurate and authentic representations, including first-voice authorship.
- Among the historical communities that students will see and read about are the Mi'kmaq, Acadians, African Nova Scotians, and Gaels. The histories of these communities were kept through oral traditions.
- Acknowledging that the histories and narratives of the Mi'kmaq and African Nova Scotian communities have often been marginalized, efforts should be made to incorporate texts that respect and integrate traditional knowledge and oral histories from these cultures. This integration can foster connections to their community and what students learn in the classroom.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify key elements of narrative texts, such as characters, setting, and plot, and explain how these elements contribute to the story.
- Recognize the structure and features of informational texts, such as captions, headings, and factual presentation, and discuss how they help convey information.
- Compare and contrast narrative and informational texts, articulating differences in their purposes and how they organize content.
- Use genre-specific vocabulary correctly when discussing different types of texts, such as referring to "plot" for narratives and "facts" for informational texts.
- Sort and categorize books and texts into narratives and informational genres, demonstrating an understanding of their distinct characteristics.
- Select texts from a variety of genres for different purposes, showing an ability to choose appropriate reading materials based on interest or learning objectives.

## Outcome B1: Grade 2

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

### Indicators B1.2 Text Patterns and Features

Primary	Grade 1	Grade 2
Identify organizational structures and text features associated with various text forms.	Identify organizational structures and text features in various text forms.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.

### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner

<p><b>Organizational Structures:</b> Organizational structures of text refer to the ways in which information is organized within a text. These structures help readers understand the flow of information and identify the relationship between ideas. (These examples can be used as beginning text structures but can grow from here)</p> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>Arrange events, ideas, or steps in a logical order.</li> <li>Builds plot in narratives.</li> <li>Organizes processes or events in informational texts.</li> </ul> <p>Chronological Order</p> <ul style="list-style-type: none"> <li>Sequencing events as they happened over time.</li> <li>Used in histories, biographies, and narratives.</li> <li>Helps understand event sequences and timing.</li> </ul> <p><b>Illustrations</b></p> <ul style="list-style-type: none"> <li>Drawings, photos, or diagrams in texts.</li> <li>Support, explain, or enhance content.</li> <li>Aid in understanding or add enjoyment.</li> </ul>	<p><b>Text Features:</b> Text features are the elements that support and enhance the reader's ability to navigate and understand a text. These features can be found in both fiction and non-fiction texts and include various components designed to make the text more accessible and engaging.</p> <p><b>Text forms:</b> Text forms are the various structures and types of text, examples include narratives, informational texts, poetry, reports, and letters. Each form follows conventions and patterns that help readers identify and understand its purpose.</p> <p>Applying text features involves using the elements like headings or glossaries to better comprehend and retrieve information. Engage students in tasks that require them to use text features to answer questions or summarize information, reinforcing their utility in enhancing comprehension</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and describe the organizational structure of a variety of texts, explaining how it supports the understanding of the content.
- Recognize and use text features effectively when reading, such as referring to the table of contents to find chapters or using the index to locate specific information.
- Demonstrate the ability to navigate different parts of a book or article by using its text features, showing increased independence in handling informational resources.
- Apply knowledge of organizational structures by predicting what might come next in a text or summarizing the content based on the recognized structure.
- Participate in activities that require finding information using specific text features, showing proficiency in using these tools to enhance reading efficiency.
- Explain how specific text features or organizational structures help them understand or find information in a text, reflecting on their reading strategies..
- Choose texts independently that feature a variety of text features (illustrations, symbols, titles) and discuss why these features are appealing or helpful.

## Outcome B1: Grade 2

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

### Indicators B1.3 Visual Elements of Text

Primary	Grade 1	Grade 2
Describe the relationship between simple visual elements and text.	Identify the relationship between visual elements and related texts.	Identify the relationship between visual elements and visual design, describe how they communicate meaning.

### Growing Instructional Understanding

**Visual elements:** Visual elements include images, illustrations, graphs, charts, diagrams, and other visual aids that accompany a text to enhance understanding and provide additional information.

The relationship between visual elements and text refers to how visuals complement, clarify, illustrate, or extend the information presented in the written text. This relationship helps readers understand the content more deeply.

Understanding the relationship between visual elements and text enhances overall comprehension by providing context, supporting details, and additional layers of meaning that may not be explicit in the text alone.

**Visual design :** Visual design refers to how visual elements are arranged or designed in a text or document. It includes the layout, colour use, font choices, and overall aesthetic that make information appealing and easy to navigate. Show examples of well-designed and poorly designed pages. Discuss how design choices affect the readability and attractiveness of a text.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify various types of images and graphics in reading materials, describing what they show and how they relate to the text.
- Explain how specific visual elements like charts or diagrams help them understand the information presented in the text.
- Discuss the effectiveness of visual design in different books or materials, articulating why certain design choices make a text easier or harder to read.
- Use images and graphics to help infer information about the text, showing an understanding of how visuals supplement written content.
- Participate in activities that involve matching images to text or creating simple graphics that could accompany a given text, demonstrating an understanding of the interplay between text and visuals.

## Outcome B1: Grade 2

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

### Indicators B1.4 Elements of Style

Primary	Grade 1	Grade 2
Identify simple elements of style in text.	Identify elements of style in text.	Identify elements of style in text and explain how they help communicate meaning.

### Growing Instructional Understanding

<p><b>Elements of style:</b> Elements of style in text can include word choice, sentence structure, use of figurative language, tone, and voice. These elements help set the mood, clarify meaning, and enhance the reader's engagement with the text.</p> <p><b>Word Choice:</b> Different words can have similar meanings but might be used for their sound, connotation, or level of formality.</p> <p><b>Sentence Patterns:</b> Introduce the concept of sentence patterns, such as structures, which can add rhythm or emphasis to writing.</p> <p><b>Punctuation for Effect:</b> Discuss how punctuation, such as exclamation marks, question marks, or ellipses, can change the feel of a sentence, making it more exciting, curious, or dramatic.</p>	<p><b>Bold Words:</b> Explain that bold words are used to draw attention to important terms or ideas within a text, often to emphasize key points or to help readers identify critical information quickly.</p> <p>Select books and texts that clearly demonstrate different elements of style, including the use of bold words. Picture books are particularly effective as they often use, interesting word choices, varied punctuation, and visually highlighted text.</p> <p>Use explicit instruction to introduce and define elements of style. Provide clear examples and use think-aloud to model how to identify these elements in texts.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and discuss how different word choices affect the mood and meaning of a story or passage.
- Explain how sentence structure can influence the pace of a story and affect reader engagement.
- Recognize basic figures of speech in texts, such as similes and metaphors, and describe how they add depth or clarity to the author's message.
- Demonstrate understanding of how tone and style contribute to the effectiveness of a text by describing how they felt about a story and linking those feelings back to specific stylistic choices.
- Participate in creating simple texts, using varied sentence structures and deliberate word choices to convey specific tones or moods.
- Analyze text excerpts during class discussions, pinpointing elements of style and articulating how they help communicate the author's intended meaning.

## Outcome B1: Grade 2

Learners will apply knowledge of text structures, features, and styles to comprehend texts in a variety of genres that represent diverse perspectives and experiences

### Indicators B1.5 Point of View

Primary	Grade 1 Examine how texts present the narrator's point of view.	Grade 2 Examine how texts present the narrator's point of view and suggest an alternative point of view.
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### Growing Instructional Understanding

<p><b>Narrator's Point of View:</b> The <b>narrator's point of view</b> refers to the perspective from which the story is told. This can be first person, using 'I' or 'we' to describe events from the narrator's personal view, or third person, where the narrator is outside of the story, using 'he,' 'she,' or 'they.'</p> <p>Use stories with clear narrative voices to illustrate different points of view. Discuss how the choice of narrator affects the information presented and the reader's connection to the story.</p> <p>Use explicit instruction to introduce and define different points of view. Provide clear examples and use think-aloud to model identifying the narrator's point of view. Read-Aloud and Shared Reading can be used to highlight and discuss the narrator's point of view. Use questions and prompts to guide discussion.</p>	<p><b>Point of View:</b> Point of view is about who is telling the story or through whose eyes we are seeing events unfold. In stories, the point of view helps us to understand how the characters feel and what they think about what is happening.</p> <p><b>Perspective:</b> Perspective is the lens through which the narrator is telling the story. It may include elements of the narrator's experience or background.</p> <p><b>First person point of view:</b> The narrator is a character in the story, using pronouns like "I" and "we" to tell the story from their perspective.</p> <p>Understanding the impact of point of view involves recognizing how the narrator's perspective shapes the reader's interpretation of the story, including bias, tone, and focus.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify the narrator's point of view in various texts and describe how it influences the story being told.
- Discuss how stories might change if told from a different character's perspective, demonstrating an understanding of point of view.
- Create short narratives or scenes written from an alternative point of view, suggesting how the new perspective alters the interpretation of events.
- Analyze word choice and sentence structure to determine how they help establish the narrator's perspective and tone.
- Engage in discussions about how different points of view might lead to different emotional responses or moral interpretations of the story.
- Reflect on how their own perspectives and experiences influence their interpretation of texts, developing a deeper understanding of subjective viewpoints.

# Overview of Comprehension Strategies

## Outcome B2

### Grade Two Teacher Guide

In today's information era, mastering the art of comprehension across diverse texts is crucial—it is a gateway to becoming a global citizen. Outcome B2 is designed to empower learners with comprehension strategies, enabling them to engage effectively with a wide array of texts through reading, listening, and viewing. These texts originate from a diverse array of authors, each bringing unique backgrounds and stories that enrich our understanding of the global community.

To enhance the comprehension skills of our students, Outcome B2 emphasizes several key strategies essential for deep and meaningful engagement with texts.

#### Key Indicators to find in Outcome B2:

**Identifying Purpose for Reading:** Students learn to clarify why they are reading a text, which guides their focus and engagement strategies.

**Making Predictions and Using Background Knowledge:** Leveraging what they already know and predicting what they might learn encourages students to connect new information with existing knowledge.

**Making Connections:** This strategy involves linking the content of the text to their own experiences, to other texts, and to the world around them, enhancing comprehension and retention.

**Monitoring Comprehension:** Students are taught to actively check their understanding as they read, listen, or view, identifying areas of confusion and employing strategies to improve understanding.

**Summarizing:** Summarizing is introduced in **Grade One** and continues into **Grade Two** to help students distill the main ideas and key details from texts, improving their overall comprehension and retention.

Through clear, systematic, and explicit instruction with practice, this curriculum enables students to unlock the full meaning of texts. This comprehensive approach ensures that every learner, regardless of their starting point, can achieve success. Learning within this outcome can both unlock the intended meaning of texts and invite interpretation grounded in a student's lived experience, further enriching the educational experience of all members of the classroom community.

By equipping learners with the skills to effectively engage with a spectrum of texts by creators of diverse identities, we nurture open-minded, well-informed individuals ready to thrive in a diverse world. This commitment to inclusive education fosters lifelong learners who are prepared to lead with empathy, understanding, and a deep appreciation for the narratives that shape global citizenship, critical thinking, and active participation.

Through Outcome B2, we aim not only to enhance the comprehension skills of our students but also to prepare them for the challenges of tomorrow. By fostering these critical reading and listening skills, we ensure that our students are not only well-prepared for future academic endeavors but are also eager to make a positive impact on the world. The strategies taught under this outcome empower students to navigate complex information landscapes with confidence, contributing to their growth as capable and thoughtful global citizens.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.1 Pre-reading: Identifying the Purpose for Reading, Listening and Viewing

Primary	Grade 1	Grade 2
Identify the purpose for reading texts.	Identify the purpose for reading texts.	Identify and explain the purpose for reading texts.

### Growing Instructional Understanding

**Engagement with Texts:** Involves interacting with a variety of text forms (stories, informational books, poems, songs, visual text, digital content) for different reasons. Teachers should present texts as sources of imagination and information, fostering a positive attitude towards reading.

Purposes for Reading Listening and Viewing:

- **Enjoyment:** Reading for pleasure, to experience the joy of stories, and to stimulate imagination.
- **Finding Information:** Reading to learn, satisfy curiosity, or answer specific questions about the world.
- **Connecting to a text:** Listing, Reading, and Viewing can provide a connection to a particular topic

**Diverse Text Selection:** Choose texts that reflect the cultural, linguistic, and experiential diversity of students, in line with Nova Scotia's inclusive education policy. This includes materials by Acadian, African Nova Scotian, Mi'kmaq authors, and other cultural groups, ensuring all students see themselves reflected in their reading.

**Student Choice and Voice:** Encourage student choice in selecting texts to increase engagement and motivation. Allowing students to choose based on their interests supports the development of a lifelong love of reading.

Include activities where students can share their reading experiences with peers, promoting a community of readers.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify the purpose of different texts read in class, such as recognizing that a science article is for learning and a storybook is for enjoyment.
- Explain in their own words why they chose specific texts to read, linking their choices to their reading purposes.
- Demonstrate the ability to match text types with their typical purposes during classroom activities or discussions.
- Adjust their reading strategies based on the purpose, such as reading more carefully to understand instructions.
- Participate in discussions about how knowing the purpose can change the way they read a text, such as looking for specific information in an instructional manual.
- Reflect on their own reading habits and preferences, discussing how different texts meet their personal and educational needs.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.2 Monitoring of Understanding: Making and Confirming Predictions

Primary	Grade 1	Grade 2
Make and confirm predictions using background knowledge and evidence from the text.	Make and confirm predictions using background knowledge and evidence from the text.	Make and confirm predictions using background knowledge and evidence from the text.

### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

**Prediction:** This is the process where readers use text clues and personal experiences to guess future story events or meanings.

**Background Knowledge:** Background knowledge is Information (formal and informal) students have from their previously taught experiences and education. Teachers should activate and build on this to connect students with texts. This included knowledge gained from instruction in other content areas. (Social Studies and Science)

Integrate Mi'kmaw and African Nova Scotian perspectives, values, and knowledge systems into the curriculum where appropriate. This could involve exploring indigenous ways of knowing, storytelling traditions, historical perspectives, and contemporary issues.

Recognize and validate traditional knowledge as an essential part of the learning experience, promoting a more holistic understanding of the world.

**Evidence from the Text:** Teaching students to identify text details that support their predictions or understanding is crucial for making accurate predictions.

**Monitoring and Adjusting Predictions:** Encouraging students to revise their predictions with new text information, emphasizing that predictions can change with understanding.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Make predictions about text content before and during reading, articulating their thought process and the clues they used.
- Use their background knowledge effectively to inform their predictions, discussing how their experiences or previous readings relate to the new text.
- Confirm or revise their predictions as they gather more information from the text, showing an ability to adapt their thoughts based on new evidence.
- Discuss the accuracy of their predictions in class discussions or in writing, explaining why certain predictions were correct or incorrect.
- Participate in activities that involve making and checking predictions in group settings, demonstrating collaborative learning and reflection.
- Reflect on the strategy of making predictions, understanding how it enhances their comprehension and engagement with the text.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.3 Monitoring of Understanding: Ongoing Comprehension Check

Primary	Grade 1	Grade 2
Use strategies to monitor reading comprehension.	Use strategies to monitor reading comprehension.	Use strategies to monitor reading comprehension.

### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

**Asking Questions:** Posing questions before, during, and after reading to interact with the text and improve understanding. This includes both self and teacher-led questions ranging from basic to deeper analysis.

**Inferring:** Inferring in reading is the process of making educated guesses about the meaning behind or beyond the text using evidence from the text along with background knowledge. Introduce the concept of inferring by using simple, relatable examples from everyday life, then relate these concepts to reading. Use texts with clear implied messages to start and gradually introduce more complex texts.

**Graphic organizers:** Graphic organizers are visual tools that help students organize their thoughts and evidence systematically. They can be particularly helpful in the process of making inferences by visually linking pieces of evidence to conclusions.

**Textual evidence:** Using textual evidence involves identifying specific pieces of information in the text that, when combined with background knowledge, help make reasoned conclusions or inferences. Teach students how to identify key details that support their inferences, emphasizing that good inferences are always backed by evidence from the text.

**Explicit Instruction:** Clearly teaching how and when to use re-reading and questioning to understand texts better.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Utilize graphic organizers to record observations, textual evidence, and inferences, showing their ability to connect clues to their conclusions systematically.
- Make reasoned inferences about characters' feelings, motivations, or plot outcomes and support these inferences with specific evidence from the text.
- Ask more complex "Who?", "What?", "Where?", "When?", "Why?", and "How?" questions about texts to deepen comprehension.
- Demonstrate the ability to clarify ideas or information in texts by formulating and asking questions that go beyond the text, indicating higher-level thinking.
- Articulate the reasoning behind their inferences during discussions or in writing, demonstrating an understanding of how their conclusions were reached.
- Engage in reading activities that require inferring to understand implicit meanings, themes, or morals in stories.
- Review and adjust their inferences based on further evidence or discussions, showing flexibility and depth in thinking.
- Reflect on how their background knowledge influenced the inferences they made,
- Reflect on understanding the personal connection to comprehension.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.4 Monitoring of Understanding: Making Connections

Primary	Grade 1	Grade 2
Make connections between texts and self.	Make connections between texts and self, and text to world.	Make connections text to text, text to self and text to world.

### Growing Instructional Understanding

**Text-to-Self Connections:** Students connect readings to their personal experiences, enhancing learning relevance. Prompt students, especially those from Mi'kmaw and African Nova Scotian backgrounds, to share how aspects of their cultural heritage or personal experiences relate to the stories or information they read. This could include discussions about family traditions, community events, or personal anecdotes that reflect cultural practices.

**Text-to-World Connections:** Linking texts to global, cultural, and historical events. For Nova Scotia learners, this includes local history, cultural nuances, and current events relevant to the Mi'kmaw and African Nova Scotian communities, as well as other cultures represented in the classroom. Connect these discussions to global or historical events found in texts to help students understand larger social contexts and the relevance of their own community experiences in a global setting.

**Text-to-Text Connections:** Identifying how themes and ideas in different texts relate, across diverse cultures. Use a diverse range of texts that include stories and factual accounts relevant to Mi'kmaw and African Nova Scotian communities. Encourage students to compare these texts with others to uncover universal themes or unique cultural perspectives.

**Background knowledge:** refers to the information, concepts, and experiences that a student already knows through previous instruction before encountering new learning material. This knowledge can come from various subject areas such as science, social studies, and mathematics, and helps students make connections with new information. It is distinct from prior knowledge.

**Making connections** enhances comprehension by allowing students to use their background knowledge and experiences to better understand and engage with the text. Model making connections during read-alouds. Use think-alouds to demonstrate how connections help deepen understanding

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and articulate connections between different texts, discussing how certain aspects, such as themes, settings, or problems, are similar or different.
- Express personal connections to the text, explaining how their own experiences relate to what they are reading.
- Link texts to larger world contexts, showing an understanding of how stories or factual texts relate to real-world events or issues.
- Participate in group discussions about connections, demonstrating their ability to listen to others' perspectives and add their own insights about text-to-text, text-to-self, and text-to-world connections.
- Reflect on how making connections affects their understanding and appreciation of the text, possibly through guided reflections or group sharing sessions.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.5 Summarizing: Identifying Relevant Information and Drawing Conclusions

<b>Primary</b> Identify important information in a simple text.	<b>Grade 1</b> Identify the main idea in texts.	<b>Grade 2</b> Identify the main idea and details in texts.
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### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

**Main Idea:** The **main idea** of a text is the central, most important concept or point that the author wants to convey to the reader. It is what the text is mostly about.

Teach students to identify the main idea by looking for repeated themes or concepts throughout the text or by summarizing what they think the text is about in one or two sentences. Begin with texts that have clear, concise main ideas and gradually introduce more complex readings.

**Identifying Relevant Information:** Identifying relevant information is the ability to distinguish between crucial and less important details within a text. This skill helps in focusing on the core message or facts that contribute significantly to the text's overall meaning.

**Drawing Conclusions:** Making informed judgments or inferences based on the information provided in a text is the ability to draw conclusions. This involves piecing together information gleaned from the text to understand deeper meanings or implications not explicitly stated.

**Key Details:** Key details are the specific pieces of information within a text that support the main idea or theme. Understanding how to spot these details is crucial for effective summarization and conclusion drawing.

**Summarizing:** Summarizing is the process of distilling the most important parts of a text into a shorter version. This involves identifying key ideas, events, or facts in the text and expressing them concisely.

**Scaffolding:** Scaffolding provides structured support to help students grasp complex skills. In teaching summarization and conclusion drawing, scaffolding might involve guided practice with identifying key details and main ideas before moving on to independent summarization.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify the main idea of a variety of texts, clearly articulating what the text is mostly about.
- List supporting details that reinforce the main idea, showing an understanding of how these details help clarify or enhance the main idea.
- Use graphic organizers such as webs, charts, or maps to visually connect the main idea with its supporting details.
- Explain how different parts of the text contribute to the main idea, especially in relation to the text's structure.
- Participate in class discussions about the main ideas and details of the texts read, demonstrating an ability to engage with and reflect on the reading material.
- Create written summaries or informational drawings that capture the main idea and key details of texts, showing comprehension and retention.

## Outcome B2: Grade 2

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives and experiences.

### Indicators B2.6 Reflecting on Learning

Primary	Grade 1	Grade 2 Identify strategies used to comprehend text.
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### Growing Instructional Understanding

This is an opportunity for students to use the previous teaching to reflect and think about the strategies that work best for them individually.

**Self-monitoring:** Self-monitoring strategies involve students checking their own understanding as they read, recognizing when they do not understand something, and using specific tactics to improve comprehension.

**Visualization:** Visualization is a strategy where readers create mental images of the scenes or information described in the text to enhance understanding and memory. Encourage students to describe or draw pictures of what they imagine as they read. Discuss how creating these visualizations can help them remember and understand the story or information better.

**Making connections:** Making connections involves linking the text to personal experiences (text-to-self), to other texts (text-to-text), and to world events or broader topics (text-to-world).

**Questioning:** Questioning strategy involves students asking questions about the text before, during, and after reading to clarify understanding and explore deeper meanings. Model how to formulate different types of questions about the text and encourage students to ask and answer their own questions in group discussions or in writing.

**Summarizing:** Summarizing requires students to condense the main ideas and key details from a text into a brief overview.

Teach students how to identify main ideas and supporting details and practice creating summaries of texts read in class.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Articulate the strategies they find most helpful for understanding texts, such as visualization or summarizing, and describe how they use these strategies.
- Demonstrate the use of self-monitoring by identifying parts of the text they found confusing and explaining how they clarified their understanding.
- Share examples of how making connections to their own lives, other texts, or the world has helped them understand a text better.
- Develop a list of questions about the text that lead to a deeper understanding and discuss these questions with peers or the teacher.
- Create summaries of stories or informational texts that capture the essential points and key details.
- Reflect on their reading process, identifying which strategies improved their comprehension and why.

# Overview of Critical Thinking in Literacy

## Outcome B3

### Grade Two Teacher Guide

In a world rich with complex ideas and diverse narratives, the ability to critically engage with texts is essential for students to effectively navigate and interpret all the perspectives they encounter. Outcome B3 is designed to develop robust critical thinking skills in students, enabling them to go deeper into texts and analyze the varied perspectives and topics presented by different authors. By fostering these skills, we enhance the educational experience and create a classroom environment where diverse viewpoints, including those from students' own communities, are actively explored and appreciated.

The curriculum is grounded in culturally responsive pedagogy, emphasizing the importance of understanding both local and global contexts. This approach encourages students to consider how texts reflect the identities and experiences of their creators as well as the specific cultural and historical contexts of their communities. Engaging with texts that address local issues and perspectives not only helps students connect more deeply with the material but also enriches their cross-curricular connections, fostering a more personal and immediate understanding of how various viewpoints are communicated and represented in literature and media.

#### Key Indicators to find in Outcome B3:

**Making Inferences:** Students develop the ability to make logical and reasonable inferences from texts, using both textual clues and prior knowledge and articulate their reasoning effectively.

**Analyzing Texts:** Students learn to identify the main ideas, important information and elements of text.

**Analysis and Response:** Students learn to express their personal thoughts and feelings about ideas presented within texts.

**Reflecting on Learning:** As a crucial component of critical thinking, students are encouraged to reflect on their own learning processes and the conclusions they draw from texts. This reflective practice helps them understand their thought patterns and biases, enhancing their overall learning experience and promoting greater self-awareness.

To ensure equity in education, we are committed to providing all students with the opportunity to master critical thinking skills through clear, explicit instruction. These skills are vital for enabling students to become informed, critical consumers of information and active participants in their communities.

By emphasizing these critical thinking skills and understanding global and local contexts, our curriculum aims to inspire and prepare students to be intellectually curious and socially responsible individuals. The curriculum is a commitment, to not only enhance our students' academic journeys but also their capacity to contribute positively and meaningfully to society, ready to embrace and influence an ever-evolving global and local discourse.

## Outcome B3: Grade 2

Learners will apply critical thinking skills to deepen comprehension of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

### Indicators B3.1 Literary Devices

Primary	Grade 1	Grade 2 Identify simple literary devices to support comprehension of text.
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### Growing Instructional Understanding

<p><b>Literacy Devices:</b> Literary devices are techniques that writers use to express their ideas, enhance their writing, and evoke emotions. Examples for Grade 2 might include similes, metaphors, alliteration, and onomatopoeia.</p> <p>Introduce each literary device with clear definitions and examples. Use familiar and age-appropriate texts to highlight these devices in context. Create activities where students can create their own simple examples.</p> <p>Literary devices serve to make the text more interesting, help convey specific meanings, or add depth to the writing. Discuss how these devices affect the story or information being conveyed, for example, how a simile might help them better imagine a scene or how alliteration might make a phrase more memorable.</p>	<p>Recognition involves identifying literary devices in text, and application involves explaining how they contribute to the reader's understanding or enjoyment of the text.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify literary devices such as similes, metaphors, alliteration, and onomatopoeia in texts read in class.
- Explain how specific literary devices enhance the meaning or enjoyment of the text. For example, describing how a metaphor in a poem helps them visualize the comparison more vividly.
- Participate in activities that involve creating their own sentences or short passages using simple literary devices, demonstrating understanding of their use.
- Discuss the effect of literary devices in enhancing narrative or expository texts during class discussions or in written reflections.
- Create visual or multimedia projects that illustrate the use of literary devices in favourite stories or poems.
- Reflect on their learning by identifying which literary devices they found most effective or interesting in the texts they read.

## Outcome B3: Grade 2

Learners will apply critical thinking skills to deepen comprehension of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

### Indicators B3.2 Making Inferences

Primary	Grade 1	Grade 2
Use information from texts to make inferences.	Use information and visual elements from texts to make inferences.	Use information and visual elements in text to make inferences and identify implied information.

### Growing Instructional Understanding

**Inference:** An inference is a conclusion reached based on evidence and reasoning. It involves using clues from the text, along with background knowledge, to understand something not directly stated by the author. Making inferences allows students to "read between the lines," which is essential for comprehending texts beyond literal meaning. Students need explicit instruction on how to combine evidence from the text with what they already know to make educated guesses about the text's deeper meanings and themes.

**Implied Information:** Implied information is not directly stated in the text but can be understood by reading between the lines. It requires interpretation of the textual evidence.

Teaching students to identify implied information involves helping them become detective-like readers who look for evidence in what is said and how it's said. This skill requires a deeper engagement with the text and the ability to use background knowledge.

**Textual Evidence:** Textual Evidence is hints or pieces of information an author provides to help the reader understand the text's meaning, including vocabulary, illustrations, and the context within which something is mentioned. Strategies to identify and interpret this evidence include teaching vocabulary in context, discussing illustrations, and exploring the text's structure.

**Background knowledge:** Background knowledge plays a crucial role in students' ability to make inferences. Encouraging connections between new information and what students already know and have been taught enhances comprehension. Integrating Culturally Responsive Pedagogy (CRP) considerations ensures recognizing and valuing the diverse cultural backgrounds and experiences students bring to their learning.

By incorporating texts, examples, and discussions that reflect and honour the cultures, languages, and life experiences using all **funds of knowledge** of all students. This can make learning more relevant and inclusive, further deepening comprehension and engagement.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Make inferences based on textual evidence and visual elements, articulating their thought process in class discussions or writing.
- Identify and describe how visual elements contribute to their understanding of the text, explaining how these visuals provide context or additional details.
- Discuss implied information within a text, such as predicting what might happen next or understanding characters' emotions, based on textual and visual clues.
- Participate in activities that involve matching visuals to text-based inferences, reinforcing the connection between imagery and implied textual meanings.
- Reflect on their learning by discussing or writing about how making inferences and understanding visuals helped them grasp more complex concepts in the texts.
- Identify character traits like bravery, kindness, or humour from the story and pictures and explain actions that demonstrate these traits. For example, "The character is brave because they stood up to the dragon."
- Describe the setting of a story based on details from the illustrations and text, such as "This story takes place in a forest because there are lots of trees and animals."
- Use familiar words from the story to figure out or refine the meaning of unknown words, showing the ability to connect new vocabulary with known concepts.

## Outcome B3: Grade 2

Learners will apply critical thinking skills to deepen understanding of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

### Indicators B3.3 Determining Importance

Primary	Grade 1 Identify and sequence important information in texts.	Grade 2 Identify and sequence important information in texts.
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### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner

**Identifying important information:** Identifying important information involves recognizing the main ideas and key details that are crucial to understanding the text's overall message or story. Teach students to look for signals like headings, repeated phrases, or keywords that often indicate important points. Use highlighting or underlining exercises to practice pinpointing these details in texts.

**Retelling:** Retelling is the process of recounting the main events or key information from a text in one's own words, maintaining the correct sequence.

**Summarization:** Summarization is the practice of concisely stating the main points of a text in one's own words.

Encourage students to use their skills in identifying important information and sequencing to summarize texts. Start with oral summaries before moving on to written summaries.

**Sequencing Events:** Understanding that sequencing involves placing story events or informational text facts in the order they occur or are presented, which is crucial for comprehension.

Use sequencing activities such as story mapping, timeline creation, and arranging sentence strips. Model sequencing during read-alouds by summarizing events in order. Provide practice with texts that have a clear chronological or logical order.

Understanding the sequence of events or information in a text supports overall comprehension and helps students grasp the logical flow and relationships between ideas.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify key details in a text during reading activities, showing an understanding of what makes information important.
- Sequence events or facts correctly using visual aids like story maps or flowcharts, demonstrating their ability to follow the logical flow of information.
- Summarize texts orally or in writing, using their own words to convey the main ideas and essential details in a clear, ordered manner.
- Participate in discussions about why certain information is crucial to the text's overall meaning, enhancing their analytical skills.
- Apply sequencing skills in other areas, such as when retelling stories or describing a process or event from their own lives, showing the transfer of skills across contexts.
- Recognize different perspectives in a story, such as understanding how one character's view might differ from another's or from their own.
- Connect events, content, and ideas in the text to its title, explaining how the title reflects the main theme or storyline.
- Reflect on the author's choice of words (language use) and the illustrator's use of images, discussing how they enhance the storytelling or convey information in both fiction and non-fiction texts.

## Outcome B3: Grade 2

Learners will apply critical thinking skills to deepen comprehension of texts and analyze how various perspectives and topics are communicated and addressed in a variety of texts.

### Indicators B3.4 Analysis and Response

Primary	Grade 1	Grade 2
Express personal thoughts and feelings about ideas presented in texts.	Express personal thoughts and feelings about ideas presented in texts.	Express personal thoughts and feelings about ideas presented in texts.

### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner.

**Texts:** Texts are defined as any written, spoken, or visual material that conveys ideas or stories. For early grades, these often include picture books, simple stories, poems, and informational texts suitable for young readers.

**Personal Thoughts and Feelings:** Personal thoughts and feelings explain the individual reactions or emotions that a student experiences in response to a text. Help students understand that these can include liking or disliking parts of the story, relating to characters, or reacting to events.

**Expressing Opinions:** Teach students how to communicate their likes, dislikes, agreements, or disagreements verbally or nonverbally with the content of the texts.

**Identifying Ideas in Texts:** Help students recognize the main themes and ideas in a text, such as friendship, bravery, or sharing, which are commonly presented in literature.

**Connection to Personal Experiences:** Guide students to relate ideas or themes in the text to their own life experiences, which can help them articulate their thoughts and feelings more clearly.

**Funds of Knowledge:** Funds of knowledge are often rooted in the cultural practices of communities and include a broad range of information, skills, and attitudes passed down through generations. In an educational context, recognizing and integrating these diverse funds of knowledge in the classroom supports meaningful learning experiences and helps build a bridge between student's home and school lives, thereby promoting deeper engagement and understanding.

**Emotional Vocabulary:** Build an oral vocabulary that allows students to express a range of emotions and thoughts accurately. This includes teaching words for different feelings, like happy, sad, angry, excited, and thoughtful.

**Respecting Different Views:** Foster an environment where all students feel safe to express their views and learn to listen to and respect different opinions from their peers.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Articulate personal responses to texts, describing how the content made them feel and why, during class discussions or in written reflections.
- Draw connections between the text and their own experiences, effectively using these links to enhance their understanding and engagement with the text.
- Use a rich emotional vocabulary to express their feelings about texts, showing an expanding ability to communicate complex emotions.
- Participate in activities that require personal interpretation and response, such as creating artwork or drama that reflects themes or ideas from the reading.
- Write or speak about personal insights gained from reading, demonstrating how the text has impacted their views or feelings.
- Reflect on different perspectives within the text, considering how their own background and experiences influence their understanding and response.

**Composition: Expressing Ideas and Creating Texts**  
**Strand C**  
Grade Two Teacher Guide

## Overview of Developing Ideas

### Outcome C1

#### Grade Two Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in grades Primary to Grade 2 are critical for preparing students to effectively craft messages for diverse audiences. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to create texts that resonate with authentic audiences for specific purposes. By nurturing these skills, we foster a deeper connection between writing and thinking, emphasizing that while technology can assist in writing, the process of writing itself is integral for cognitive development and creative expression.

The curriculum is structured to empower students to approach writing tasks with both confidence and creativity. We prioritize inclusive educational practices, ensuring that each learner's voice is heard and valued within the classroom environment. Culturally responsive pedagogy guides our students to consider the cultural and contextual nuances of their intended audiences, enabling them to tailor messages that are not only informative but also engaging and persuasive. This approach helps students create texts that effectively communicate their messages.

#### Key Indicators to find in Outcome C1:

**Purpose and Audiences:** Students learn to clearly define the purpose of their texts and identify their intended audiences. This crucial first step ensures that all writing efforts are purpose-driven, enhancing the relevance and impact of their communications.

**Developing Ideas:** Leveraging strategies that range from simple to complex, learners expand their capacity to generate and refine ideas. This process is essential for producing original content that is reflective of the writer's intent, reinforcing the notion that "writing is thinking."

**Research:** In Grade One and continuing in Grade Two engaging in research activities allows students to support their ideas with evidence and broaden their understanding of the topics at hand. This skill is fundamental for adding depth and authenticity to their texts.

**Organization:** Emphasizing organizational strategies such as outlining and mapping ideas helps students structure their texts logically and coherently. Effective organization ensures that the flow of the text aligns with its purpose and is easily understandable by the audience.

By providing explicit instruction and systematic practice in these pre-writing strategies, our curriculum embodies a commitment to educational equity. All students gain access to the foundational skills needed to excel in writing across various contexts and purposes. This systematic approach not only addresses potential gaps in understanding and ability but also enhances students' capacity to produce coherent and compelling texts. Through this outcome, the aim is to equip students with the skills necessary for academic success and lifelong learning, fostering a generation of learners who appreciate the value of their unique voices and the power of written expression.

## Outcome C1: Grade 2

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

### Indicators C1.1 Purpose and Audience

Primary	Grade 1	Grade 2
Explore topic and audience for a variety of texts.	Identify the topic and audience for writing.	Identify the topic, audience, and purpose for writing.

### Growing Instructional Understanding

When writing indicators remain the same or similar from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

<p><b>Topics:</b> Themes suitable for young writers to explore could include, but are not limited to, family events, nature, or daily routines. Encourage students to compose texts about their own experiences, emphasizing the importance of reflecting their cultural backgrounds.</p> <p><b>Purposes:</b> The intent behind writing, including to inform, entertain, or persuade. Use examples of different writing types to illustrate distinct purposes. Help students to identify the purpose of their writing before they begin and discuss how knowing the purpose can shape the way they write.</p>	<p><b>Audiences:</b> The readers for whom the text is intended, which could include peers, family, or a broader school audience. Discuss with students who their intended readers are for various types of writing. For example, letters might be addressed to family members, while a story could be written for their classmates. Role-play activities can help students think about how different audiences might affect their word choices and details.</p> <p><b>Linking Topic, Purpose, and Audience:</b> Show how these three elements interact. For example, a story about a pet might entertain classmates but inform a teacher about pet care responsibilities.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and articulate the topic of their writing clearly, showing an understanding of the subject matter they are dealing with.
- Discuss the intended audience for their writings, explaining how their choice of words, style, and content would vary depending on who is meant to read it.
- State the purpose of their writing assignments, whether it's to tell a story, describe an experience, convince someone of an idea, or explain how to do something.
- Create writing pieces that clearly reflect the chosen topic, are appropriate for the intended audience, and fulfill the stated purpose.
- Participate in peer reviews where they provide feedback on how well classmates' writing addresses the topic, engages the audience, and fulfills the purpose.

## Outcome C1: Grade 2

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

### Indicators C1.2 Developing Ideas

Primary	Grade 1	Grade 2
Use various strategies to generate ideas orally.	Use various strategies to generate ideas for writing.	Use various strategies to generate ideas for writing.

### Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

<p><b>Generating Ideas:</b> The process of coming up with thoughts, suggestions, and concepts about a specific topic. This can involve brainstorming individually or as a group.</p> <p><b>Facilitating Brainstorming:</b> Use strategies like questioning or picture prompts to help students generate and organize their ideas.</p> <p><b>Drawing and other Visual Aids:</b> Using drawing and other visual aids to generate ideas involves creating pictures or diagrams that represent thoughts and concepts. This is particularly useful for young learners who may find it easier to express their ideas visually.</p> <p><b>Developing Oral Language Skills:</b> Focus on expanding vocabulary and using complete sentences to aid in the articulation of ideas. Discussing ideas with peers or the teacher helps students refine their thoughts and generate new ideas through collaborative thinking.</p> <p>Facilitate group discussions and partner talks where students can share their ideas and build on each other's suggestions. Use think-pair-share activities to encourage collaborative idea generation. Provide sentence starters and prompts to guide discussions.</p>	<p><b>Linking Ideas to Texts:</b> Guide students to make connections between texts read aloud and their own experiences or other knowledge.</p> <p><b>Lived Experiences:</b> Personal experiences or events that the students have personally encountered or observed.</p> <p><b>Culturally responsive pedagogy:</b> (CRP) emphasizes the importance of integrating students' cultural contexts into the educational process. The inclusion of lived experiences and the sharing of these experiences in the classroom are central to CRP for several reasons:</p> <ul style="list-style-type: none"> <li>▪ Validation of Student Identity</li> <li>▪ Building Connections Between Home and School</li> <li>▪ Enhancing Student Engagement</li> <li>▪ Developing Cultural Competence</li> <li>▪ Critical Thinking and Perspective-Taking</li> <li>▪ Curriculum Enrichment</li> <li>▪ Empowering Students</li> </ul>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Demonstrate the use of various idea generation strategies in their writing process, such as brainstorming lists, mind maps, or free writing notes.
- Share how they developed their writing topic through questioning or visual stimuli, explaining their thought process.
- Produce a variety of ideas for a single writing assignment, showing their ability to think broadly about a topic.
- Participate in group brainstorming sessions, contributing ideas and building on others' suggestions.
- Create initial drafts that reflect the use of these strategies, displaying creativity and connection to the brainstormed ideas.
- Reflect on the effectiveness of different strategies in generating ideas, discussing which methods helped them most and why.

## Outcome C1: Grade 2

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

### Indicators C1.3 Research

Primary	Grade 1	Grade 2
	Gather information and content relevant to a topic, using a single source.	Gather information and content relevant to a topic, using multiple sources.

### Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

**Information Gathering:** The process of actively seeking out data or facts from a variety of resources, which could include books, websites, videos, or people.

**Source Evaluation:** The ability to judge the reliability and usefulness of an information source.

Introduce the concept of source credibility. Teach students to recognize differences between sources based on authority, accuracy, and intent (e.g., educational versus commercial).

Use graphic organizers, like Venn diagrams or T-charts, to help students sort and prioritize information based on its relevance to their questions or topic

**Critical Thinking:** Even at a young age, it's important to begin nurturing critical thinking by asking students to think about what they learned from the source and how it relates to their topic.

**Question Formulation:** Teach students how to ask questions about their topic that can be answered by their source. This helps focus their research and makes the activity more purposeful.

**Understanding Relevance:** Help students understand how to identify information that is relevant to their topic, distinguishing key facts from less important details.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify and use multiple sources to gather information about a given topic, demonstrating the ability to handle more complex research tasks.
- Evaluate the reliability of their sources, discussing why they chose certain sources over others and how credible they think these sources are.
- Formulate and refine questions that lead to deeper research and understanding, showing growth in inquiry skills.
- Synthesize information from various sources, creating summaries or projects that reflect a comprehensive understanding of the topic.
- Use critical thinking to compare information, identifying biases or discrepancies among sources.
- Organize and prioritize information effectively using graphic organizers, demonstrating an understanding of relevance to the topic.
- Communicate findings clearly and effectively in oral presentations or written reports, using their own words and supported by evidence from their research.

## Outcome C1: Grade 2

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

### Indicators C1.4 Organizing Content

Primary	Grade 1	Grade 2
Explore various ways to organize a story.	Use various strategies to organize writing.	Use various strategies to organize writing.

### Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

<p><b>Communication Form:</b> Communication forms are the way information is presented or communicated, whether through spoken word, written text, images, or a combination. For grade one, focus on how different forms (like posters, books, or digital presentations) affect the sorting and sequencing of information.</p> <p><b>Simple Ideas and Information:</b> Beyond images and drawings, simple ideas and information includes small pieces of text or symbols that convey simple facts or concepts appropriate for grade one comprehension.</p> <p><b>Complexity of Ideas:</b> Introduce slightly more complex sorting and sequencing tasks that may involve simple texts along with images. Teach how to differentiate between primary and secondary ideas or details.</p> <p><b>Form and Function:</b> Form and function refers to how the form of communication (like a comic strip vs. a written story) can influence the way information is sorted and sequenced. Encourage students to think about the most effective way to communicate their ideas based on the form.</p>	<p><b>Sequential Thinking:</b> Encourage students to think about the order of events in a story and how each event leads to the next. Use simple, familiar stories to practice this skill.</p> <p><b>Visual and Verbal Narratives:</b> Combine visual sorting and sequencing with verbal storytelling. Ask students to tell the story that their sorted and sequenced images represent.</p> <p><b>Cultural Relevance:</b> To make learning more inclusive and relatable, include images and story themes that reflect the students' diverse cultures and backgrounds, thinking about our Mi'kmaq learners, African Nova Scotian learners, and newcomer populations.</p> <p><b>Collaborative Learning:</b> Encourage collaboration among students during sorting and sequencing activities to build social skills and allow peer learning.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Demonstrate the use of organizational tools such as graphic organizers or outlines to plan their writing, showing an understanding of how to structure their work.
- Write clear narratives or informational texts that have a recognizable beginning, middle, and end, or an introduction, body, and conclusion.
- Use transition words appropriately to connect ideas within and between paragraphs, enhancing the flow of their writing.
- Organize ideas into paragraphs, each focusing on a single topic, and use topic sentences effectively.
- Re-read their work to improve organization, such as reordering paragraphs or adding transition words to make the text more coherent.
- Reflect on their organizational choices in writing, discussing how different strategies helped clarify their ideas or made their writing more effective.

## Overview of Creating Texts

### Outcome C2

#### Grade Two Teacher Guide

The ability to skillfully use and understand different text forms is essential for learners who want to express their ideas clearly. Outcome C2 is carefully crafted to provide students with a comprehensive knowledge of various text forms, allowing them to produce and improve their texts using many media, tools, and strategies.

Classrooms that foster a learning environment where all students are valued and encouraged to express their creativity and insights support strong writing skills. Exploration is critical as it helps students understand how various text forms can be effectively used to convey messages across different platforms, from digital media to traditional print.

#### Key Indicators to find in Outcome C2:

**Producing Drafts:** Learners are taught to produce initial drafts as a key step in the writing process. This allows them to organize their thoughts and structure their information before finalizing their texts.

**Printing and Word Processing:** Students are introduced to both traditional printing techniques and word processing tools, enhancing their ability to create texts that are not only clear but also professionally presented.

**Voice and Point of View:** As students advance, they learn to develop a unique voice and choose appropriate points of view, which are crucial for engaging and impacting their intended audiences.

**Revision, Editing, and Proofreading:** Critical self-assessment skills such as revision, editing, and proofreading are emphasized to enable students to refine their texts, ensuring clarity, coherence, and grammatical accuracy.

By focusing on the application of knowledge across different text forms and the strategic use of media, the curriculum aims to foster learners who are not only versatile in their use of language and tools but also innovative in crafting compelling, thoughtful content. We strive to prepare students to be adept creators who understand the power of text in its many forms and can skillfully use this knowledge to make their mark on the world. Through this approach, we nurture future communicators who are prepared to influence and inspire across a multitude of platforms, blending tradition with innovation in their narrative and informational endeavours.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.1 Producing Drafts

#### Primary

Draft short, simple texts.

#### Grade 1

Draft texts of various forms and genres, using a variety of tools.

#### Grade 2

Draft texts of various forms and genres, using a variety of tools.

### Growing Instructional Understanding

**Personal Narratives:** Personal narrative are stories about one's own experiences and feelings. For young children, these often focus on familiar and relatable events, like a day at school or a family outing.

**Poems:** Poems are creative texts that may use rhyme, rhythm, or repetition. Poems for grade 2 should be accessible, focusing on simple subjects and language.

**Information Texts:** Information texts are nonfiction texts that provide facts about a topic. These should use clear and concise language appropriate for young readers.

**Persuasive texts:** Persuasive texts are written with the goal of convincing the reader to adopt a certain viewpoint or take a specific action. Key elements include a clear argument, supporting evidence, and persuasive language. Introduce students to the structure of persuasive texts, including how to state an opinion, support it with facts, and use persuasive words. Practice with simple topics relevant to their interests, like persuading peers to read a favourite book.

**Procedural texts:** Procedural texts give instructions or directions on how to do something. These texts are structured in a step-by-step format and must be clear and precise to guide the reader effectively.

Model how to write procedural texts by organizing steps in a logical order and using command language. Engage students in writing recipes, instructions for games, or descriptions of science experiments.

Include and celebrate stories, traditions, and experiences from a variety of cultures. This could involve reading sample narratives drawn from students' diverse cultures as models and discussing how everyone's unique background can enrich their storytelling. Fostering an environment where all students feel safe and encouraged to share their personal stories demonstrates and models respect for everyone's perspectives and experiences.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Draft multiple types of texts, including persuasive and procedural texts, applying the correct structure and elements for each genre.
- Draft personal narratives
- Utilize various writing tools effectively, choosing those that best support the genre they are working in, such as using graphic organizers to plan a persuasive argument or sequence steps in a procedural text.
- Tell the purpose and key features of both persuasive and procedural texts in discussions or written reflections.
- Explore writing for different audiences, understanding how the choice of audience influences the approach in persuasive and procedural writing.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.2 Printing

Primary	Grade 1	Grade 2
Transcribe letters and small words with increasing accuracy.	Transcribe letters, words, and sentences with increasing accuracy.	Transcribe letters, words, and sentences with increasing accuracy in authentic writing.

### Growing Instructional Understanding

Transcription is crucial in the learning-to-write process because it involves the accurate formation of letters, words, and sentences, which are foundational skills for clear and effective written communication. Without explicit instruction and practice in transcription, students may struggle with writing fluency, which can become a bottleneck that hinders their ability to express ideas and develop more advanced writing skills.

**Word transcription:** Word transcription involves writing words accurately by applying knowledge of spelling patterns, phonics rules, and sight words.

**Sentence transcription:** Sentence transcription involves writing complete sentences with correct grammar, punctuation, and spelling. It demonstrates an understanding of sentence structure and coherence.

**Accuracy:** Accuracy in writing means writing letters, words, and sentences correctly, with attention to spelling, punctuation, and grammar.

**Authentic Texts:** Real-life writing tasks that have purpose and meaning to the writer, such as lists, letters, labels, or short stories, are referred to as authentic texts.

**Spelling proficiency:** Spelling proficiency encompasses the ability to correctly spell words using an understanding of phoneme-grapheme correspondences, orthographic knowledge, morphological knowledge, and use of high-frequency words.

Implement systematic spelling instruction that integrates phonics and morphology. Use multisensory activities, such as air-writing and tactile letter formation, to reinforce spelling patterns and aid memory.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Demonstrate improved printing, showing more consistent letter formation, alignment, and spacing.
- Display consistent and legible printing, with attention to the form and spacing of letters and words.
- Demonstrate accurate spelling, applying phonetic and morphological knowledge to both familiar and unfamiliar words.
- Compose well-structured sentences, showing proficiency in using correct grammar and punctuation.
- Participate actively in authentic writing activities, applying transcription skills to communicate effectively and purposefully.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.3 Voice

Primary	Grade 1	Grade 2
	Demonstrate personal voice in written text.	Demonstrate personal voice in written text.

### Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

<p><b>Understanding Personal Voice:</b> Personal voice is the unique way a writer expresses their individual personality, feelings, and perspective through writing. Explain to students that everyone's writing style is different and special because it reflects who they are.</p> <p><b>Expression Through Language:</b> Teach students how to use descriptive words and phrases that convey their emotions and thoughts. Emphasize the use of vivid adjectives, strong verbs, and specific nouns that paint a clear picture of their ideas.</p> <p><b>Incorporating Images:</b> Encourage the use of drawings or selected images to complement and enhance students' written text. Discuss how pictures can help express ideas that might be hard to put into words, especially for younger students.</p> <p><b>Connecting Words and Images:</b> Show students how to integrate their words with images so that they work together to tell a story or describe a thought. This could involve writing captions for drawings or explaining in writing what a picture shows.</p>	<p><b>Exploring Feelings and Experiences:</b> Create opportunities for students to write about a wide range of personal experiences and feelings. Use prompts that ask about their lives, hopes, dreams, and memories to help them tap into their own unique perspectives.</p> <p><b>Culturally Responsive Practices:</b> Encourage students to include authentic experiences and elements in their texts to validate their identities and enhance the richness of classroom discussions and writings.</p> <p><b>Modelling and Examples:</b> Provide examples of texts that have a strong personal voice. Read stories or poems that clearly show the author's emotions and viewpoints and discuss these as a class.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Express individual perspectives and emotions in writing, using language that reflects their personality and viewpoints.
- Experiment with different writing styles and techniques, discovering what best represents their voice.
- Receive and apply feedback about their personal voice, showing growth and responsiveness to suggestions.
- Discuss the use of voice in their writing, identifying how specific word choices or sentence structures help convey their unique style.
- Create texts that are engaging and personal, demonstrating the ability to connect with readers through their writing.
- Reflect on their writing process, particularly in terms of how they have expressed themselves and made their writing reflective of their own ideas and feelings.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.4 Point of View and Perspective

<b>Primary</b>	<b>Grade 1</b> Identify the point of view used in their texts.	<b>Grade 2</b> Identify the point of view used in their texts.
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### Growing Instructional Understanding

**Point of View:** The perspective from which a story is told. Explain that it determines whose eyes the story is seen through and whose thoughts the reader hears.

**First Person Point of View:** Point of view uses 'I' or 'we' in the narrative. It allows the reader to see and know only what the character narrating the story sees and knows.

**Identifying the point of view:** When students identify a point of view in their own writing, this involves recognizing which perspective they are using to tell their story or present information.

Understanding the impact of point of view involves recognizing how the chosen perspective influences the reader's interpretation and connection to the text.

Help students recognize and understand the use of first-person pronouns ('I', 'we') versus third-person pronouns ('he', 'she', 'they'). Use examples from familiar texts to highlight these differences.

**Applying point of view:** Applying a point of view in writing involves choosing a perspective that best suits the story or content and consistently using it throughout the writing.

Encourage students to write short pieces from different points of view. For example, they might tell a story from their own perspective (first person), write a letter addressing the reader (second person), or describe a scene from an outsider's view (third person).

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Identify the point of view in texts they read, articulating whether it is first, second, or third person.
- Demonstrate understanding of how point of view affects storytelling or information delivery, through class discussions or written responses.
- Apply different points of view in their writing, showing the ability to choose and maintain a consistent perspective suitable for the content.
- Discuss choices of point of view in peer work, providing feedback on how effectively the perspective is communicated and its impact on the reader.
- Reflect on their use of point of view, explaining why they chose a particular perspective for their writing assignments and how it influences the reader's understanding.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.5 Revision

<b>Primary</b>	<b>Grade 1</b> Revise texts by adding or deleting words.	<b>Grade 2</b> Revise and review text drawing on feedback from others.
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### Growing Instructional Understanding

**Revising:** Revising involves rethinking the content and structure of writing to improve clarity and effectiveness, while editing focuses on correcting grammatical, spelling, and punctuation errors.

Teach students the difference between **revising** and **editing**. Use models and examples to demonstrate the revision process. Provide checklists that guide students through the steps of revising their work, such as asking questions like "Can I say this more clearly?" or "Did I include all important details?"

**Revision tools:** Revision tools such as checklists, graphic organizers, and color-coding can help students systematically review and improve their writing.

**Explicit instruction:** Explicit instruction about revising is also essential to support students' understanding of the importance and purpose of revising a text and to provide examples of how a text can be changed to add detail or clarify ideas.

**Utilizing Feedback :** Utilizing feedback involves understanding and applying suggestions and critiques from others to enhance writing.

The reflective writing process encourages students to think about their writing choices, the feedback they receive, and the revisions they make, fostering self-improvement and learning.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Use a checklist to help with the revising process.
- Revise drafts based on feedback, making significant improvements in content clarity and effectiveness.
- Discuss the feedback received and articulate how it was used to enhance the text, showing an understanding of the purpose and value of revisions.
- Participate actively in peer review sessions, both giving and receiving constructive comments and using those comments to improve their writing.
- Demonstrate an improved writing product after revisions, indicating the effective integration of feedback.
- Reflect on their revisions, explaining changes made and reasons for these changes in either oral discussions or written reflections.

## Outcome C2: Grade 2

Learners will apply knowledge and understanding of text forms and genres to write a variety of texts.

### Indicators C2.6 Editing and Proofreading

Primary	Grade 1	Grade 2
Make simple edits to draft texts.	Use strategies to edit and proofread drafts of texts.	Use strategies to edit and proofread drafts, including correct spelling of texts.

### Growing Instructional Understanding

<p><b>Editing</b> involves making changes and corrections to a text to improve its readability and accuracy, while proofreading specifically focuses on finding and correcting mechanical errors, including spelling.</p> <p><b>Capitalization:</b> Explicit instruction in the use of capitalization and its rules, emphasizing that the first letter of a sentence always needs to be capitalized.</p> <p><b>Punctuation:</b> Explicit instruction in the use of common punctuation marks, focusing initially on the period to signify the end of a sentence.</p> <p>Modelling and Demonstration: Regularly model the correct use of capital letters and end punctuation in real-time writing sessions. Demonstrate how to check a sentence to see if these elements are correct</p>	<p><b>Spelling strategies</b> involve using phonics rules, sight word recognition, and spelling patterns to spell words correctly. Understanding these strategies helps students identify and correct spelling errors.</p> <p><b>Incorporating Technology:</b> To reinforce learning, utilize educational technology where available, such as computer word processing programs that highlight capitalization and punctuation errors.</p> <p>Organize peer editing sessions where students learn to give constructive feedback focused on spelling and other mechanical aspects. Provide guidance on how to be respectful and helpful critics.</p> <p>Provide checklists that include common spelling errors for students to use when proofreading their work. Teach students how to use these checklists systematically to foster independence.</p>
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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Show progress in their ability to self-edit, applying grammatical and spelling corrections independently as part of the editing process.
- Apply effective spelling strategies during writing tasks, demonstrating an understanding of phonics and word study skills.
- Utilize editing and proofreading tools and techniques to correct spelling errors in their drafts.
- Participate in peer editing sessions, providing and implementing feedback effectively, particularly regarding spelling corrections.
- Demonstrate improvement in spelling accuracy over time through repeated practice and application of learned strategies.
- Reflect on their editing and proofreading process, discussing how specific strategies helped improve their drafts.
- Show an increasing ability to self-assess their work using provided tools, identifying and correcting their own spelling errors with greater accuracy.

# Overview of Publishing, Presenting and Reflecting

## Outcome C3

### Grade Two Teacher Guide

In today's digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts across a spectrum of genres. Our curriculum empowers each student to confidently explore and master the digital tools and platforms essential for modern communication, thereby enabling them to effectively convey their ideas and insights to diverse audiences.

The outcome is designed to help students explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement, and ensuring accessibility.

#### Key Indicators found in Outcome C3:

**Producing Final Texts:** Students are taught to integrate their knowledge of text forms and audience awareness to produce polished final texts that effectively communicate their intended messages.

**Publishing:** Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences.

**Presenting:** Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

**Reflecting on Learning:** An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

By equipping every student with the skills to critically assess and utilize a variety of communication strategies and technological resources, our educational strategy levels the playing field. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, enhancing their ability to produce polished and impactful final pieces.

Over the course of many grade levels, we aim to develop proficient creators who are not only familiar with current technologies but are also innovative in how they combine text, design, and media. This comprehensive approach over time, equips our students to navigate complex information landscapes and to make their voices heard in the diverse and dynamic arenas of modern communication, ensuring they are well-prepared to contribute meaningfully and effectively in various contexts.

## Outcome C3: Grade 2

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of genres.

### Indicators C3.1 Using Techniques to Produce Final Text

Primary	Grade 1	Grade 2
Produce texts using simple techniques including visual elements.	Produce final texts, using simple techniques.	Produce final texts, using simple techniques.

### Growing Instructional Understanding

When an indicator statement remains consistent from Primary to Grade 2, it is important to scaffold instruction by increasing the complexity of the texts used. This approach ensures that students continue to develop their skills in a progressive and challenging manner

**Text Production:** Understanding text production support students' understanding of what it means to produce a text, emphasizing that it involves both writing words and potentially including other elements like pictures or drawings to convey a message.

**Integration of Visual Images:** Teach students how visual images can complement or enhance the meaning of written text. Explain how pictures can tell a story, provide information, or express emotions just like words

Media refers to the physical or digital means through which the final text is presented, such as paper, digital documents, posters, or multimedia presentations.

**Culturally Responsive Teaching:** Include images and text options that reflect the diverse cultures and backgrounds of the students in the class. Encourage students to incorporate elements from their own cultural experiences in their texts.

**Connecting Text and Images:** Help students understand how to make coherent connections between their writing and the images they choose. Teach them to think about how their pictures support or add to their words.

**Showcasing Student Work:** Create opportunities for students to share and display their text productions. This could be through a classroom display, a digital slideshow, or a class book. Sharing work celebrates their efforts and encourages a sense of accomplishment.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Produce and present final texts, showing mastery in the use of formatting tools and, error-free writing.
- Choose appropriate media for different types of texts, justifying their choices based on the genre, audience, and purpose of the writing.
- Implement effective presentation techniques, using visual elements that enhance the readability and appeal of their texts.
- Demonstrate understanding of layout and design principles in their final presentations, applying these concepts to make their texts more engaging.
- Participate in publishing activities, such as a class book or a digital showcase, where they present their final texts to an audience.
- Reflect on their choices in media and techniques, discussing how these decisions impacted the effectiveness of their final texts.

## Outcome C3: Grade 2

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of genres.

### Indicators C3.2 Selecting Publication, Media, and Tools

Primary	Grade 1	Grade 2
Explore media and tools used to present final texts.	Use media and tools to present final texts.	Select from a variety of media to present final texts.

### Growing Instructional Understanding

**Introduction to Media and Tools:** Define what media and tools are in the context of presenting texts. This includes both traditional tools like paper, pencils, and crayons, as well as digital tools like computers or tablets.

**Exploration and Experimentation:** Encourage students to explore a variety of media and tools. Allow them to experiment with different methods of creating and presenting texts, such as drawing, painting, typing, or using simple graphic design software.

The choice of media often depends on who the audience is and what the purpose of the communication is.

**Functionality of Tools:** Explain how different tools can be used for specific purposes in text creation and presentation. For example, pencils and crayons are great for drawing illustrations, while computers can help in typing and arranging text.

**Media :** Media selection involves choosing the appropriate platform or format to present written content, which could include paper, digital formats, oral presentations, or multimedia components.

Introduce students to a range of media options and discuss the strengths and limitations of each. Use examples of different types of presentations (e.g., posters for visual impact, digital slides for interactive elements, handwritten pieces for personal touches) to illustrate when and why one might be more suitable than another.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Make thoughtful choices about media, selecting the most appropriate type based on the text's purpose and the intended audience.
- Create final projects using a variety of media, demonstrating an understanding of how different formats can enhance or convey their message.
- Discuss their media choices, explaining why they chose a particular medium for their project and how it suits the content and audience.
- Demonstrate an ability to integrate text and visuals effectively, ensuring that all elements work together cohesively to strengthen the presentation.
- Reflect on the effectiveness of their media selection in conveying their message, considering feedback from peers and teachers.
- Participate in classroom presentations, showcasing their ability to use media appropriately and effectively to engage their audience.

## Outcome C3: Grade 2

Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

### Indicators C3.3 Publishing and Presenting Texts

Primary	Grade 1	Grade 2
Present texts to audiences.	Present created texts to audiences.	Present created texts to audiences

### Growing Instructional Understanding

When writing indicators remain the same from Primary to Grade 2, it is important to scaffold instruction by drawing on students' increasing experiences and maturity. This approach ensures that students continue to develop their writing skills in a progressive and challenging manner.

**Understanding Presentation Strategies:** Teach students different strategies for presenting texts, such as reading aloud, using visual aids, or employing simple digital tools to display their work.

**Audience Awareness:** Discuss the concept of an audience and teach students how to tailor their presentation to suit the needs and understanding of their listeners.

**Preparation and Practice:** Highlight the importance of preparation and practice before presenting. Teach students how to rehearse their presentations to build confidence and smooth out any difficulties.

**Reading Aloud Skills:** Instruct students on how to read aloud effectively, which includes speaking clearly, using an appropriate volume, and practicing proper pacing. Emphasize the importance of expression to keep the audience engaged.

**Use of Visual Aids:** Explain how to use visual aids like drawings or props to enhance the presentation of their texts. Show how these aids can help illustrate points and make the content more understandable and engaging for the audience.

Accuracy in presentation refers to the correctness of pronunciation, grammar, and word use when delivering a presentation. Fluency involves the flow and pace of speech that make the presentation engaging and easy to follow. Integrating these skills means combining correct language use with smooth and expressive delivery to effectively communicate the message.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 2

- Deliver presentations that clearly convey the content of their texts, demonstrating proper use of voice, pacing, and pronunciation.
- Engage the audience effectively, using techniques learned to maintain interest and interaction.
- Utilize visual aids appropriately to enhance their verbal presentation, aligning visuals with key points in their text.
- Receive and respond to audience feedback constructively, showing an understanding of how to use critiques to improve.
- Reflect on their presentation performance, identifying strengths and areas for growth.
- Demonstrate growing confidence in public speaking and audience interaction over time.