

English Language Arts Grade 2

At-a-Glance

DRAFT

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English Language Arts Grade 2 – At A Glance

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Prepared by the Department of Education and Early Childhood Development

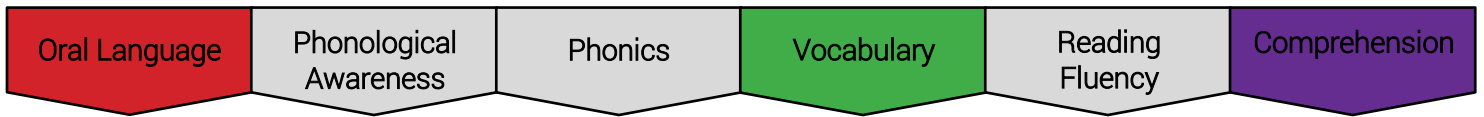
This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

This curriculum guide was developed with the aid of generative AI.

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



A1: Foundations of Language

Rationale

Oral language development is an essential pillar of early literacy. Research underscores the importance of fostering a rich linguistic environment that encompasses both expressive and receptive language skills. In grade 2, students continue to practice and develop essential skills, including vocabulary, syntax, discourse, and pragmatics. Teachers play a pivotal role in creating opportunities for language-rich activities, encouraging active participation in discussions, and promoting storytelling to enhance narrative skills. Emphasis is placed on fostering a supportive and inclusive classroom atmosphere that values diverse language backgrounds and encourages language exploration. The integration of play-based learning and literacy-focused activities further aids in the holistic development of oral language proficiency.

Indicators

- Use listening strategies to understand oral communication and interact in various contexts.
- Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.
- Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

Instructional Scope

Listening and Communicating for Comprehension

Active listening: Active listening involves paying close attention to the speaker, understanding their message, and responding thoughtfully. This includes strategies for focusing attention, decoding messages, remembering information, and responding appropriately.

Before, During, and After Listening: Students require explicit instruction and time to practice a variety of strategies they can apply. These include setting listening goals, engaging with the message actively, and reflecting on and evaluating the information received.

Cultural Awareness in Listening Comprehension: Recognize and value the various ways that students use to express themselves are influenced by their cultural backgrounds. This involves becoming familiar with the cultural contexts and language

dialects of students to enhance comprehension of verbal and non-verbal communication.

Authentic oral communication: Authentic communication involves simulated or real-world listening and speaking opportunities that are relevant and meaningful to students. This includes incorporating various perspectives and voices, including those of the Mi'kmaw, Acadian, African Nova Scotian, and Gael communities, and understanding the importance of traditions in preserving cultural heritage.

Audience Awareness: Effective oral communication involves adjusting communication strategies based on the audience and context. Students can practice speaking in front of different audiences as they learn to interact in various contexts.

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

Oral and Non-Verbal Communication Strategies

Expressing and Interpreting Non-Verbal Cues: Non-verbal communication has a significant impact on the interpretation and communication of spoken language. Recognizing and interpreting facial expressions and body language, such as gestures, posture, and movement, can enhance the meaning of spoken words. While eye contact can show attention and interest, it's important that students are familiar with how it varies across cultures.

Culturally Responsive Communication: Formal and informal contexts for listening and speaking, like unstructured play and circle time discussions, foster early literacy and understanding across different cultures.

Interpreting Messages and Information: Understanding or contributing to the meaning of messages (themes, lessons, central ideas) or information (specific facts, details, data) provides opportunities for students to consider how they can use oral and non-verbal information to support their understanding. Students can begin to use context clues, such as using the surrounding words, sentences, and situation to infer the meaning of unfamiliar words or statements.

Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication

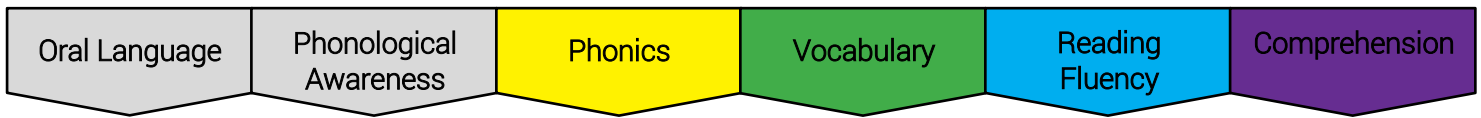
Vocabulary Development: Students develop their vocabulary, including subject-specific words, definitions, usage and context, through a combination of explicit instruction and contextual learning as part of speaking and listening experiences. Learning about word families and morphology supports their ability to understand and generate new words. Talking about new words, including related synonyms and antonyms, allows students to choose words that best fit their intended meaning. Including new words that are culturally relevant to students ensures that their identities and means of expression are valued and shared.

Syntax: Students can practice composing simple and compound sentences orally. Understanding the role of intonation, pauses, and emphasis in spoken language reinforces students' understanding of punctuation and mechanics in spoken and written texts. Exploring varied sentence structures in oral communication helps students to communicate clearly and engage their audience.

Grammar: Talking about the parts of speech in oral language (nouns, verbs, pronouns etc.) supports students' understanding of how to use them correctly in spoken sentences. Students can explore the use of adjectives and adverbs to add detail to spoken sentences.

Oral Traditions and Storytelling: Incorporate storytelling and circle time activities that reflect the oral traditions of many cultures to encourage students to listen and share. This helps to foster communal learning and appreciation for the different ways stories are shared.

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



A2: Foundations of Language

Rationale

Integration of phonics knowledge, orthographic knowledge, and vocabulary are essential for reading and writing success. Explicit vocabulary instruction enhances comprehension and word usage in reading and writing. Additionally, reading fluency, which involves reading text accurately with growing automaticity and proper expression, is crucial for developing comprehensive literacy proficiency. These combined skills ensure students can decode and encode words effectively, comprehend text deeply, and read smoothly to achieve overall literacy success.

Indicators

- Use consolidated phonics knowledge, including phonemic blending to read and spell multisyllabic words in a variety of text contexts.
- Use consolidated orthographic knowledge, including position-based tendencies, to spell or pronounce a word when reading.
- 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.
- Read words, sentences, and paragraphs in various texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation.

Instructional Scope

Word Level Reading and Spelling: Using Phonics Knowledge

Phonics Knowledge: Using consolidated phonics knowledge helps students break down and read multisyllabic words accurately by recognizing and blending phonemes. Encourage students to apply their understanding of common syllable patterns and rules to decode and spell longer words encountered in various texts.

Word Level Reading and Spelling: Using Orthographic Knowledge

Orthographic Knowledge: The recognition and application of conventional spelling patterns in English, including the knowledge of how letters combine to represent sounds and the use of specific letter patterns and sequences, support students in developing strong decoding and encoding abilities.

Position-Based Tendencies: Knowing that the position of letters within words affects their pronunciation and spelling improves decoding skills and spelling accuracy. Over time, as students internalize this knowledge, they can read and spell with greater fluency and automaticity.

Accuracy in Decoding and Encoding: Developing orthographic knowledge allows students to read and spell words more accurately by recognizing and applying these spelling patterns consistently.

Vocabulary Development

Understanding New Vocabulary: Vocabulary development lays the foundation for language development and reading comprehension. By understanding new words and their meanings and applying them in various contexts, students can clearly express their ideas and comprehend the texts they read.

Learners will apply understanding of foundational language knowledge and skill when reading and writing. (cont.)

Commonly Used Words: The ability to understand and accurately use words frequently encountered in spoken and written communication, especially those relevant to students' lived experiences and learning environments, allows children to understand and participate in conversations and learning experiences.

Subject-Specific Words: Learning vocabulary that is specific to the subject being explored helps students to comprehend and engage with content-specific texts and discussions, enhancing their understanding.

Developing Morphological Knowledge:

Understanding prefixes, suffixes, and root words helps students decode and infer the meanings of new words they encounter in texts. Breaking down unfamiliar words into their component parts and manipulating word parts, such as adding or removing prefixes and suffixes, enhances students' ability to apply this knowledge in various reading and writing contexts.

Reading Fluency: Accuracy, Rate, and Prosody

Fluent Reading: The ability to read fluently is critical as it enables students to focus less on decoding individual words and more on comprehending the text. This shift is essential and often considered the bridge for building robust reading comprehension skills.

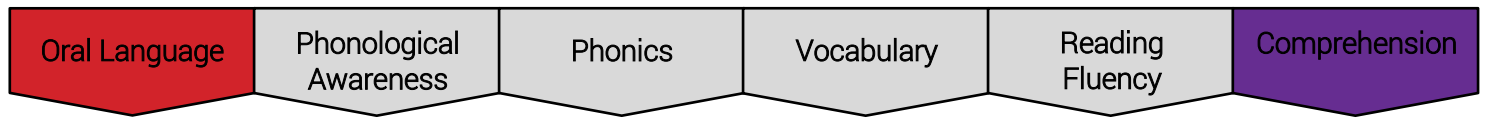
Accuracy: Accurate decoding is foundational for effective reading fluency. It involves ensuring that students can correctly identify and pronounce each word. This accuracy is essential because it forms the basis for all other aspects of reading fluency, supporting the development of more advanced literacy skills.

Automaticity: Automaticity in reading refers to the ability to recognize words quickly and effortlessly. Developing automaticity allows students to read without having to pause and decode each word consciously, which frees up cognitive resources to focus on comprehending the text.

Pacing: Controlled pacing in reading is important. It helps students maintain a rhythm that supports understanding without rushing or slowing down excessively. Pacing that aligns with the learner's current proficiency level ensures that reading remains both fluent and comprehensible.

Expression and Intonation: Reading with expression involves teaching students how to interpret and use signals in the text, such as punctuation and syntax. Reading aloud with intonation, pitch, and volume not only enhances the emotional and semantic interpretation of the text but also improves oral reading skills. Students practice these techniques to engage more deeply with both the narrative and informational texts.

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



A3: Foundations of Language

Rationale

Knowledge of syntax and print concepts is essential for the development of reading and writing skills. When students can apply this knowledge, it enhances both accuracy and fluency. By developing these foundational skills, students gain the tools needed for interpreting and creating text meaningfully. Research shows that there is a strong reciprocal relationship between oral language, reading, and writing. Proficiency in oral language contributes to better reading comprehension and writing abilities. As students begin to read and write more, their oral language skills also improve, creating a process of continuous growth.

Indicators

- Compose simple and compound sentences in writing using syntax and sentence structure.
- Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.
- Apply knowledge of capitalization and appropriate punctuation when reading and writing.

Instructional Scope

Syntax and Sentence Structure

Sentence Structure: Understanding the basic structure of simple sentences (e.g., a subject and a predicate) supports students in being able to compose compound sentences using a conjunction. Applying their knowledge of simple and compound sentences allows students to compose more engaging and varied sentences over time.

Syntax: Understanding syntax helps students to appreciate how different parts of a sentence fit together to make meaning. Arranging words and phrases into sentences helps students develop writing skills.

Written Composition: Students can practice writing simple and compound sentences in a variety of ways. Using sentence starters, writing prompts, and sentence frames support their understanding of sentence structure.

Grammar

Parts of Speech: Knowing the basic parts of speech (e.g., nouns, verbs, conjunctions) and their roles in sentence construction helps students understand how to comprehend and compose grammatically correct sentences.

Supporting Reading and Writing: Knowledge of parts of speech in oral language helps students understand how words function in sentences, which aids in decoding and comprehending texts. This understanding enables them to compose grammatically correct and varied sentences in writing.

Capitalization and Punctuation

Rules of Capitalization: Knowing the rules of capitalization is important because it helps readers understand the beginning of new sentences and recognize proper nouns and the pronoun “I”. This knowledge clarifies meaning and supports accurate comprehension of text. When applied to writing, it enhances the readability of text, aiding in effective communication.

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing. (cont.)

End Punctuation: Knowing different kinds of end punctuation supports readers in identifying the end of a sentence, and it helps to convey the intended tone and meaning of a sentence. Proper use of periods, question marks, and exclamation points guides students in understanding statements, questions, and expressions of emotion or emphasis that support comprehension and communication.

Quotation Marks: Understanding the use of quotation marks helps students accurately punctuate dialogue and quoted text. Teach students to identify and use quotation marks to indicate when someone is speaking or when text is taken directly from another source. This practice enhances their ability to structure written conversations clearly and attribute sources properly.

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

Oral Language

Phonological
Awareness

Phonics

Vocabulary

Reading
Fluency

Comprehension

B1: Comprehension

Rationale

Understanding text structures and styles is essential for comprehending a wide range of genres that reflect diverse perspectives. By identifying narrative and informational texts, recognizing their organizational structures, and interpreting the role of illustrations, students enhance their ability to decode and comprehend a variety of texts. Recognizing elements of style in text equips students with the skills to appreciate author's choices and understand deeper meanings. This knowledge lays the foundations for critical reading skills, enabling students to engage meaningfully with various literary forms and cultural narratives.

Indicators

- Identify characteristics of narrative and informational text forms and associated genres.
- Identify organizational structures and text features and apply this knowledge to support reading comprehension.
- Identify the relationship between visual elements and visual design and describe how they communicate meaning.
- Identify elements of style in text and explain how they help to communicate meaning.
- Examine how texts present the narrator's point of view and suggest an alternative point of view.

Instructional Scope

Text Forms and Genres

Elements of Text Forms: Understanding the common elements of narrative and informational text forms enhances students' comprehension. Recognizing the unique characteristics and purposes of each text form supports students' ability to identify and engage with a variety of texts.

Narrative Texts: Familiarity with narrative texts, which typically include characters, settings, and plots, helps students understand how stories convey imaginary or real-life experiences. Exploring narrative genres such as fairy tales, fables, and personal stories enhances students' oral and written storytelling skills.

Informational Texts: Knowledge of informational texts, which are designed to explain, inform, or instruct, improves students' ability to identify and process information. Understanding features like headings, bullet points, and factual statements aids in navigating and comprehending texts such as reports, fact books, and how-to guides.

Genres: Different genres within these text forms have distinct structures, language features, and purposes. Recognizing these helps students anticipate and understand the text's content and organization. Exposure to a variety of genres allows students to apply specific reading strategies suited to each genre.

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

Text Patterns and Features

Organizational Structures: Exploring text patterns or organizational structures, such as sequence/chronological order, description, cause and effect, and comparison, supports students in understanding how a text is organized. This understanding enhances students' ability to comprehend texts and remember information.

Text Features: Text features aid in text and support comprehension. Students can examine titles, images, illustrations, and other text features to support their understanding of information and ideas.

Navigating Text: Knowledge of organizational structures and text features helps students identify a text's main ideas and key details. It enables students to navigate the text efficiently, predict content, and understand the author's purpose and how information is presented. Recognizing text features such as headings, subheadings, and captions aids in locating information quickly and understanding importance. This knowledge enhances students' ability to synthesize and retain the information they read.

Visual Elements of Text

Types of Visual Elements: Visual elements include illustrations, diagrams and charts, photographs, and other visual media. Knowing how visual elements are integrated with related texts, such as how captions explain images, improves students' ability to interpret and connect information.

Enhancing Comprehension: Visual elements often provide additional context or information to support a text. Understanding how these elements relate to the text helps students grasp the author's main idea and details more effectively.

Support for Reading and Writing: Identifying the relationship between visual elements and related texts students' reading comprehension and their ability to use visuals effectively in their writing to enhance communication.

Elements of Style

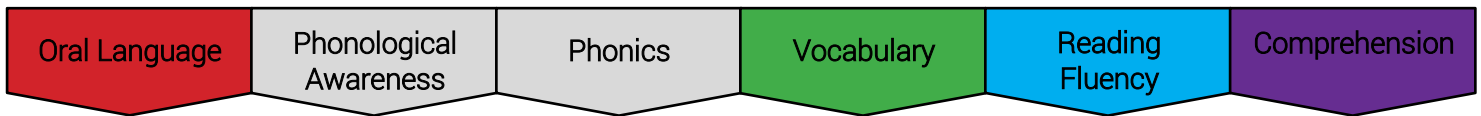
Engagement and Understanding: Identifying elements of style in text such as diction, voice, point of view, and figurative language helps students begin to develop an understanding of how language can be used creatively to convey meaning. This knowledge is foundational in developing analytical skills as students notice the choices that authors make. Understanding an author's choices encourages deeper engagement with text and supports students when authoring their own authentic texts.

Point of View

Identifying the Narrator: Understanding who the narrator is in a text is essential for understanding the point of view from which the story or information is presented. Students can be introduced to different types of narrators, such as first-person narrators who use "I" or "we", and third-person narrators who use "he", "she", or "they", helps students identify the narrator's point of view and enhances their comprehension of the text.

Textual Evidence: Identifying textual evidence that reveals the narrator's point of view, such as the narrator's thoughts, feelings, and descriptions, helps students begin to understand how the narrator's perspective shapes the narrative.

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



B2: Comprehension

Rationale

The ability to use comprehension strategies is essential for developing proficient readers who can navigate and understand a variety of texts. Identifying the purpose for reading texts helps students set goals and engage with the material more effectively. Making and confirming predictions using background knowledge and evidence from the text encourages active reading and critical thinking. Monitoring comprehension strategies, such as self-questioning and summarizing, allows students to assess their understanding continuously and address any misunderstandings effectively. Making connections between texts and their own experiences helps students relate new information to what they already know, fostering deeper understanding and retention. Finally, identifying the main idea in texts enables students to grasp the essential message, aiding in the synthesis and application of information. These strategies not only enhance students' reading, listening and viewing skills but also prepare them to engage with diverse perspectives and experiences, promoting empathy and critical awareness. By developing these strategies, students become confident, independent readers capable of comprehending and analyzing a wide range of texts.

Indicators

- Identify and explain the purpose for reading texts.
- Make and confirm predictions using background knowledge and evidence from the text.
- Use strategies to monitor reading comprehension.
- Make connections text to text, text to self, and text to world.
- Identify the main idea and details in texts.
- Identify the strategies that support comprehension of texts.

Instructional Scope

Pre-Reading: Identifying the Purpose for Reading, Listening, and Viewing

Purpose for Reading: Knowing why they are reading – whether to learn something new, follow instructions, or enjoy a story – helps students to apply appropriate comprehension strategies and improves their understanding of text. Setting a purpose fosters an intentional approach to reading that supports the development of critical thinking, improves retention, and makes reading a more enjoyable experience for students. Over time, it enhances students' ability to select texts that match their interests or information needs.

Monitoring of Understanding: Making and Confirming Predictions

Background Knowledge: To make predictions, students need background knowledge. Background knowledge provides a framework of understanding based on prior experiences and learned information. It provides students with the context and vocabulary they need to anticipate events or concepts and make informed guesses.

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

Make and Confirm Predictions: When students make predictions, they use their background knowledge and evidence from the text to anticipate what might happen next. This strategy allows readers to check their understanding as they engage with a text. By predicting what will happen next and then confirming to see if their predictions are correct, students can actively assess whether they are following the story or information. This ongoing assessment helps them to stay engaged and to adjust their reading strategies as needed.

Monitoring of Understanding: Ongoing Comprehension Check

Monitoring Comprehension: Monitoring for meaning ensures that as students decode connected text, they can understand what is being communicated. This process helps them to recognize when the text makes sense and when they might need to use strategies like re-reading or asking questions to clarify their understanding. Monitoring supports comprehension, enables students to connect new information with existing knowledge, and helps develop critical thinking skills.

During Reading Strategies: Strategies like asking questions and re-reading are effective in supporting reading comprehension. By asking questions about the simple texts they are reading, students can clarify their understanding and actively construct meaning from the texts. Re-reading encourages students to revisit the text to clarify their understanding, reinforce new information, and provide deeper engagement as they monitor their comprehension.

Monitoring of Understanding: Making Connections

Text to Text: By relating new information in one text to information in another text, students are more likely to engage deeply with both texts, enhancing their understanding of the ideas and information conveyed. When students can discuss the connections they identify between different texts, it supports them in recognizing themes, comparing

characters, and understanding how various texts handle similar topics or concepts. This practice helps them see how knowledge builds upon itself and how different authors approach the same or related subjects.

Text to Self: By relating new information in simple texts to known contexts, students are more likely to engage deeply with texts, enhancing their understanding of the ideas expressed and information conveyed. When students can talk about the connections they make with others, it supports them in relating to characters and situations beyond their immediate experience.

Text to World: When students link the content of a text to current or historical events, cultural practices, scientific concepts, or other knowledge of the world around them, they gain a deeper understanding of the material. Making connections between the text and broader world knowledge helps students to understand the relevance of what they are reading, hearing, or viewing.

Summarizing: Identifying Relevant Information and Drawing Conclusions

Identifying the Main Idea: Recognizing the main idea of a text is essential for comprehension. The main idea is the central point of the message that the author wants to convey. It is what a text is mostly about. Students can begin to use a variety of strategies to identify the main idea, including titles and headings, topic sentences, asking questions, and summarizing.

Identifying Details: Identifying key details that support the main idea and helps students understand how the author builds and explains the central message. These details provide evidence and examples that clarify and reinforce the main idea.

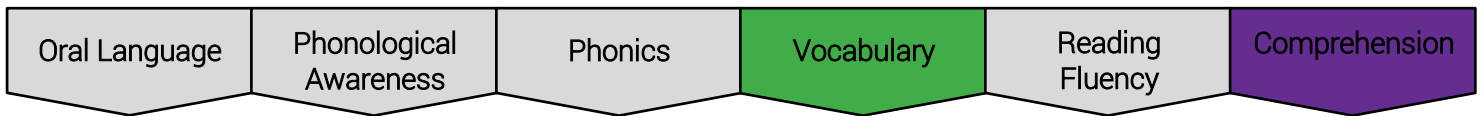
Learners will **apply** listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and contexts. (cont.)

Identifying Reading Comprehension Strategies

Metacognitive Awareness: Being able to identify the reading comprehension strategies that support students in comprehending various texts enhances their metacognitive awareness. When students can

recognize the specific strategies they employ during reading, they develop the ability to recognize when they are using effective strategies and when adjustments are needed, and to refine their reading strategies over time.

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



B3: Comprehension

Rationale

Developing critical thinking skills in students enables them to engage deeply with texts, analyzing and evaluating how different perspectives and topics are presented across various genres. Research underscores the importance of students not only understanding texts at a surface level but also questioning and critiquing the viewpoints and ideas presented. By applying critical thinking, students begin to learn to consider different perspectives in relation to their own. Additionally, critical thinking enables students to make connections across different texts and real-life situations. These skills prepare students to eventually navigate complex texts and information in their everyday lives.

Indicators

- Identify simple literary devices to support understanding of text.
- Use information and visual elements from texts to make inferences and identify implied information.
- Identify and sequence important information in texts.
- Express personal thoughts and feelings about ideas presented in texts.

Instructional Scope

Literary Devices

Understanding Literary Devices: Introduce students to simple literary devices such as similes, metaphors, and personification, which enhance the meaning and enjoyment of texts.

Making Inferences

Building Background Knowledge: When students are introduced to topics, new vocabulary, and concepts before reading, it provides understanding that students can draw from to infer. Accessing background knowledge allows students to use their existing knowledge to fill in gaps between what is explicitly stated and what can be understood implicitly.

Making Inferences: Learning to use clues from the text and related images, along with their own knowledge and experiences, allows students to go beyond the text to understand deeper messages that are not explicitly stated.

Visual Elements: Recognizing the role of visual elements, such as illustrations, diagrams, and charts, in providing additional context and clues is essential. Visuals can support and enhance textual information, guiding students to infer meanings and themes that contribute to their comprehension of a text.

Combining Evidence: Students can begin to combine textual and visual evidence with their background knowledge and experiences to make informed inferences. Over time, drawing inferences fosters critical thinking and deeper comprehension.

Identifying Implied Information: When students have opportunities to talk about the text, they can explain their thinking about what they believe the author implies and use evidence from the text or their own knowledge to support their thinking.

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

Determining Importance

Identifying Important Information: Recognizing the most important pieces of information in a text is essential for comprehension. Students can begin to distinguish between main ideas and supporting details to understand the message and purpose of a text.

Sequencing Information: Sequencing involves arranging information in a logical order, which helps students understand the progression of ideas or events in a text. Sequencing applies to both narrative and informational texts and supports students' understanding of the material.

Analysis and Response

Expressing Thoughts and Feelings: When students express their thoughts and feelings about texts, they begin to develop critical thinking skills. This helps them to analyze texts, form opinions, and deepen their comprehension and engagement with texts. As they support their opinions and respond to different points of view, they begin to differentiate between facts and opinions.

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

Oral Language

Phonological
Awareness

Phonics

Vocabulary

Reading
Fluency

Comprehension

C1: Composition

Rationale

Pre-writing is a foundational stage of the writing process that is essential for developing writers who can effectively convey their ideas in various contexts. By developing pre-writing skills and strategies for various texts, students can communicate their messages effectively to various audiences. By engaging in activities that integrate these skills, students learn to articulate thoughts clearly and creatively, adapt their message to suit specific purposes, and understand others' communications. Research reflects that effective pre-writing activities lead to more coherent and well-structured texts. Pre-writing also fosters motivation and engagement by allowing students to explore and refine their ideas before drafting.

Indicators

- Identify the topic, audience, and purpose for writing.
- Use various strategies to generate ideas for writing.
- Gather information and content relevant to a topic from multiple sources.
- Use various strategies to organize writing.

Instructional Scope

Purpose and Audience

Identifying Topics: Identifying the topic is the first step in the pre-writing process. It involves selecting a subject that will guide the content and direction of the writing. As students become more familiar with identifying topics for their writing, they can begin to consider the purpose of their writing – what they want to communicate to their audience.

Identifying the Audience: Understanding the audience is essential for effective writing. Students can consider who their intended readers are and develop the content to meet the needs of their audience.

Identifying the Purpose: Thinking about the topic and audience of their writing can help students to better understand their purpose for writing. A writer's purpose could be to tell a story, to explain something, or to persuade their audience of an idea. When students are clear on their purpose, it helps to ensure that their writing is focused and effective, and guides their word choice, tone, and the structure of the writing.

Relevance and Interest: Students can begin to understand the importance of choosing topics that are relevant and interesting to their audience. This connection helps to ensure that the writing process is engaging and meaningful.

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

Developing Ideas

Generating Ideas: Exploring different ways to generate ideas fosters creativity and supports students in developing their own unique voices. By practicing different strategies, students learn to express their thoughts and ideas. Through strategies like group discussions, drawing, story prompts, role play, and read-alouds, students can begin to understand the ways that talking and sharing with others can help them to develop their ideas. Using brainstorming techniques, drawing inspiration from text and experiences, and responding to prompting questions all support students in learning to generate a wide range of ideas for writing.

Research

Understanding Relevance: Students can identify what information is important for their topic. This includes finding details that directly support what they are writing about.

Choosing a Source: Students can begin to learn how to choose sources that are relevant to their topic and reliable.

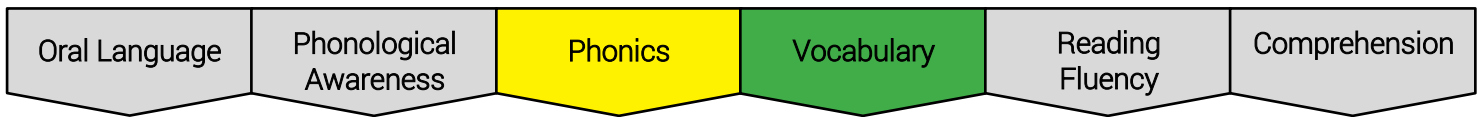
Organizing Content

Organizational Structure: By exploring how authors use different ways to organize texts, students learn to organize their own thoughts and ideas when they begin to develop their own texts. Understanding different text forms and organizational structures helps students to understand how stories and information are put together, which supports storytelling.

Sorting and Sequencing: Sorting and sequencing images can support students in organizing a story by helping them to understand the progression of events. This strategy encourages students to think about the order in which events occur and helps them to identify the beginning, middle, and end. This understanding fosters a sense of narrative structure that students can apply to their own writing and storytelling.

Strategies for Organizing Writing: Organizing their writing helps students understand that organization means putting their ideas in a clear and logical order so that their message is easy to follow. Students can begin to use discussion, simple outlines, or graphic organizers to begin organizing their ideas and information

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



C2: Composition

Rationale

By learning to structure their ideas coherently, use appropriate conventions, and engage in revising and editing their work, students build literacy skills that are essential for clear and effective writing. Opportunities for writing authentic texts provide opportunities for students to share their lived experiences, ideas, feelings, and knowledge across a range of genres. Emphasizing the exploration of different text forms, such as narratives, informational texts, and simple poems, supports their understanding of how writing can be adapted for various purposes and audiences. This practice enhances their writing abilities and fosters a love for storytelling and communication.

Indicators

- Draft texts of various forms and genres, using a variety of tools.
- Transcribe letters, words, and sentences with increasing accuracy in authentic writing.
- Demonstrate personal voice in written text.
- Identify the point of view used in their texts.
- Revise and review text drawing on feedback from others.
- Use strategies to edit and proofread with correct spelling drafts of texts.

Instructional Scope

Producing Drafts

Developing Drafts: Learning to draft is an essential part of the writing process as students develop their ideas into simple text. During the drafting stage, students should be encouraged to experiment with different ways to express their ideas and feelings as appropriate to the genre.

Narratives, Poems, and Information Text:

Composing text in a variety of genres supports students in developing writing skills in engaging ways. Opportunities to write about personal experiences and relatable events, create poems using rhyme, rhythm, or repetition, and writing about topics that interest them support students' growing understanding of text forms and genres.

Printing

Orientation of Text: Knowing that in English, text is written left to right and from top to bottom is important to help students understand where to begin writing on a page, and the directionality of the text they compose.

Letter Formation and Orientation: Knowing the correct way to shape each letter and ensuring that letters are positioned correctly on the page is important in developing readability and legibility in writing.

Spacing: Correct spacing helps to delineate where one word ends and another begins, which is essential for readability. For sentences, appropriate spacing indicates the end of one thought and the start of another, which helps to maintain the logical flow and coherence in written text.

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

Accuracy in Transcription: Developing accuracy in coping letters, words, and sentences supports students' ability to transcribe text correctly. This includes focusing on correct spelling, punctuation, and capitalization to enhance the clarity of the writing.

Authentic Writing: Engaging in authentic writing – writing that is meaningful and relevant to students' own lives and experiences provides opportunities for students to compose texts that reflect their identities, cultures, communities, and families. Authentic writing encourages students to express themselves in ways that are true to their unique voices, interests, and perspectives.

Voice

Personal Voice: When writers express their personal voice, their writing sounds like them. It provides opportunities for students to write about their own thoughts, feelings, and interests in their texts. When students choose topics that they are passionate about or interested in, it supports them in expressing their unique perspectives and experiences. Students can draw from their own lives, experiences, opinions, and ideas to express their voices.

Descriptive Language: Students can use adjectives and adverbs to add detail and emotion to their writing. Incorporating expressive words and phrases supports them in reflecting their personalities and feelings.

Dialogue and Expression: Students can explore mentor texts to see how authors use dialogue to express how characters think and feel. They can use exclamation and punctuation marks to show excitement, curiosity, and other emotions.

Culturally Responsive Practices: Encourage students to include authentic experiences and elements in their texts to validate their identities and enhance the richness of classroom discussions and writings.

Point of View and Perspective

Identifying Point of View: In writing, point of view refers to who is telling the story or sharing the information. Students can be introduced to both first person point of view where they are telling the story from their own perspective or a character's perspective and the third person point of view, where they are telling the story about someone else. Students can use clues from their texts, such as pronouns and the narrator's position to identify the point of view.

Revision, Review, and Feedback

Reviewing Writing: When students review their work, and the work of their peers, they begin to learn to evaluate text critically to ensure it meets the intended purpose and audience's needs. Considering feedback is an important way for students to review their writing.

Revision Strategies: Adding, deleting, or rearranging words and sentences are effective ways to ensure that writing is clear, detailed, and engages the audience.

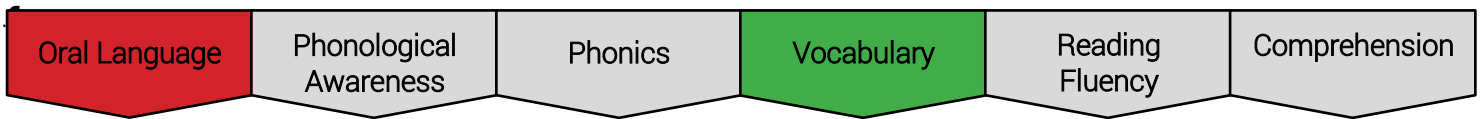
Feedback: Understanding and using constructive comments from others fosters a collaborative writing environment. Feedback supports students in understanding how others perceive their writing, and incorporating others' suggestions helps to ensure clear communication.

Editing and Proofreading:

Making Edits: Learning to edit texts is an important part of the writing process and supports students in assessing and improving their own work. Authentic writing provides opportunities for students to consider the content, organization, and flow of their texts as well as ensuring that the writing is clear, engaging, and appropriate for the intended audience.

Proofreading: Students can apply their knowledge to identify and correct errors in the text including grammar and punctuation, spelling, and formatting. Proofreading makes texts easier to read and understand, supporting the audience in understanding the message being communicated.

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



C3: Composition

Rationale

Learning to use suitable and effective media, techniques, and tools for publishing and presenting final texts across various genres supports students in developing their communication skills and creativity. As students explore different platforms and formats, their ability to tailor messages for specific audiences and purposes is enhanced. The process fosters technical proficiency, adaptability, and a deeper understanding of the impact of their work, preparing them to communicate effectively using a range of media.

Indicators

- Produce texts using simple techniques.
- Select from a variety of media to present final texts.
- Present created texts to audiences.

Instructional Scope

Using Techniques to Produce Final Texts

Production: To produce texts for an audience, students need to understand that text production involves the writing produced during the drafting and editing process, and in some cases, other elements such as titles, drawings, and pictures.

Text Layout: Exploring simple text layouts that encourage students to consider how to include both written text and visual elements supports them in developing engaging texts for publication.

Selecting Publication and Media Tools

Final Text: Publishing a final text is a significant step for early writers because it represents their ability to think, plan, write, and refine their work. Choosing techniques and tools for publication is an important step in the writing process that allows students to share their final texts with others and highlight their achievements.

Media and Tools: As students prepare to publish texts, they can explore both traditional ways to write their texts, as well as digital media tools. As students select the media that they wish to use to present their writing, they can consider how the media connects with their topic, audience, and purpose, and how it impacts the message they wish to convey.

Publishing and Presenting Texts

Presentation Strategies: Students can explore different ways to present their texts, including reading aloud and using visual aids. Opportunities to practice their presentations support students in building their confidence as they learn to communicate their messages clearly.

Audience Awareness: When students are given opportunities to consider the needs of their listeners, they can begin to tailor their presentations to various audiences. Growing audience awareness supports students in communicating their messages effectively and clearly.

Skill Descriptions

Compose: Arrange elements in a structured and intentional way to form a cohesive whole

Demonstrate: Show a skill or ability clearly and effectively.

Describe: Provide a detailed account or explanation

Develop: Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

Draft: Organize thoughts, ideas, and research into a structured format that can be revised

Examine: Consider something carefully in order to understand its nature

Explore: Consider, review, or gather information about aspects or components to gain a comprehensive understanding.

Express: Convey thoughts, ideas, or feelings through speech, writing, or other forms of communication

Form: Write letters (graphemes) correctly, including understanding the shapes, size, and orientation required for each letter.

Gather information: Collect facts or details from a text(s) to learn more about a topic.

Identify: Locate, select, or distinguish specific elements based on their unique features

Make and confirm predictions: Suggest what will happen next in a text based on evidence, then check if the guesses were correct by reading further

Make connections: Relate events or ideas in a story to personal experiences, other texts, or the world.

Make simple edits: Make small changes or corrections to a piece of writing to improve it.

Name: State specific elements

Present: Display or deliver information or ideas to others

Produce: Apply knowledge and skills to generate a final draft

Recognize: Identify by recalling and confirming information, distinguishing from new or unknown elements.

Revise: Review and alter a piece of work with the intent to improve its clarity, quality, and effectiveness

Sort: Categorize or group items based on shared characteristics or criteria

Spell: Arrange letters to form words

Transcribe: Use knowledge of letter sounds and word structure to convert spoken words to print

Use: Put knowledge or skills into action to complete a task or solve a problem