

## Grade 2 - ELA Planning Cards



*:print instructions: 2-sided print(back-to-back); select long edge binding/flip on long edge setting  
:cut the planning cards to help plan units, projects, inquiries, etc.*

Language and story can be a source of creativity and joy.

Stories and other texts connect us to ourselves, our families, and our communities.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

**Grade 2  
Big Ideas**

*Understand*

**Grade 2  
Big Ideas**

*Understand*

**Grade 2  
Big Ideas**

*Understand*

**Grade 2  
Big Ideas**

*Understand*

**Grade 2  
Big Ideas**

*Understand*

**Grade 2  
Big Ideas**

*Understand*

<p><b><u>Read fluently at grade level</u></b></p> <p>:reading with comprehension, phrasing, and attention to punctuation</p>	<p><b>Use sources of information and <u>prior knowledge</u> to make meaning</b></p> <p>:personal stories and experiences</p>	<p><b>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</b></p> <p>:examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, and showing respect for the contribution of others</p>	<p><b>Recognize how different <u>text structures</u> reflect different purposes</b></p> <p>:examples include letters, recipes, maps, lists, and web pages</p>
<p><b><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></b></p> <p>:being open-minded to differences; connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking meaningful questions; using active listening; and asking and answering <i>what if, how</i> and <i>why</i> questions in narrative and non-fiction text</p>	<p>Demonstrate awareness of the role that <b><u>story</u></b> plays in personal, family, and community identity</p>	<p>Use personal experience and knowledge to connect <b><u>stories</u></b> and other <b><u>texts</u></b> to make meaning</p>	<p>Show awareness of how <b><u>story in First Peoples' cultures</u></b> connects people to family and community</p> <p>:traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:</p> <ul style="list-style-type: none"> <li>-teaching (e.g., life lessons, community responsibilities, rites of passage)</li> <li>-sharing creation stories</li> <li>-recording personal, family, and community histories</li> <li>-“mapping” the geography and resources of an area</li> <li>-ensuring cultural continuity (e.g. knowledge of ancestors, language)</li> <li>-healing</li> <li>-entertainment</li> </ul>
<p>Recognize the structure and elements of <b><u>story</u></b></p>	<p><b><u>Exchange ideas and perspectives</u></b> to build shared understanding</p> <p>:taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contribution of others</p>	<p>Create <b><u>stories</u></b> and other <b><u>texts</u></b> to deepen awareness of self, family, and community</p>	<p>Plan and create a variety of <b><u>communication forms</u></b> for different purposes and audiences</p> <p>:examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, and dramatic forms used to communicate ideas and information</p>

<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>
<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>
<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;"><b>Do</b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Comprehend and connect (reading, listening and viewing)</p> <p style="text-align: center;"><b>Do</b></p>

<p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>	<p>Explore <b>oral storytelling processes</b></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>	<p><b>elements of story</b></p> <p>character, plot, setting, structure (beginning, middle, end), and dialogue</p>	<p><b>literary elements and devices</b></p> <p>language, poetic language, figurative language, sound play, images, colour, symbols</p>
<p><b>text features</b></p> <p>how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)</p>	<p><b>vocabulary associated with texts</b></p> <p>book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams</p>	<p><b>reading strategies</b></p> <p>using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual</p>	<p><b>oral language strategies</b></p> <p>asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience</p>
<p><b>metacognitive strategies</b></p> <p>talking and thinking about learning (e.g. through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</p>	<p><b>writing processes</b></p> <p>may include revising, editing, considering audience</p>	<p>word patterns, word families</p>	<p><b>letter formation</b></p> <p>legible printing with spacing between words</p>

<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Story/Text</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Story/Text</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;"><b><i>Do</i></b></p>	<p style="text-align: center;"><b>Grade 2 Curricular Competencies Standard</b></p> <p style="text-align: center;">Create and communicate (writing, speaking, representing)</p> <p style="text-align: center;"><b><i>Do</i></b></p>
<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Strategies &amp; Processes</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Strategies &amp; Processes</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Story/Text</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Story/Text</p> <p style="text-align: center;"><b><i>Know</i></b></p>
<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Language, features, structures &amp; conventions</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Language, features, structures &amp; conventions</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Strategies &amp; Processes</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Strategies &amp; Processes</p> <p style="text-align: center;"><b><i>Know</i></b></p>

<p><b>sentence structure</b></p> <p>the structure of compound sentences</p>	<p><b>conventions</b></p> <p>common practices in punctuation (e.g., the use of a period or question mark at the end of sentence) and in capitalization (e.g. capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun <i>I</i>)</p>	<p><b>features of oral language</b></p> <p>including tone, volume, inflection, pace, gestures</p>	

	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Language, features, structures &amp; conventions</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Language, features, structures &amp; conventions</p> <p style="text-align: center;"><b><i>Know</i></b></p>	<p style="text-align: center;"><b>Grade 2 Content Standard</b></p> <p style="text-align: center;">Language, features, structures &amp; conventions</p> <p style="text-align: center;"><b><i>Know</i></b></p>