This is an example. Literacy learning is much broader than the sample below. Teachers are encouraged to identify connections with their own established plans, the BC curriculum, and the needs of their learners, to design their own unique, yearly literacy learning plans.

**Grade 2 Literacy: Yearly Planning Snapshot**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade 2 | Fall | Winter | Spring |
| Important and Commemorative Days | \*Start of School\*Orange Shirt Day (T&RD)\*Gender Equality week | \*Thanksgiving \*Halloween \*National Seniors Day | \*Remembrance Day \*Indigenous Veteran’s Day\*Louis Riel day\*Diwali | \*Hanukkah \*Christmas\*International Day of Person’s with Disabilities\*Human Rights Day\*Winter Solstice | \*National Ribbon Skirt Day\*World Day for African Culture\*Chinese New Year\*Black History Month | \*Have a Heart Day\*Anti-Bullying Day\*Valentine’s Day\*Family Day | \*Elder Beary Day\*International day to Eliminate Racism\*Ramadan | \*Easter\*Passover\*Eid\*Equality Day\*Mother Earth Day | \*World Day for Cultural Diversity\*Asian Heritage Month | \*National Indigenous People’s Day\*Multi-culturist Day\*Summer Solstice\*End of School |
| LanguageExperiencesCreate daily routines for purposeful talk | \*co-creating class norms and culture\*introducing oneself to new peers\*relating personal and family history | \*determining importance; main idea/events/details\*summarizing – paraphrasing | \*developing public-speaking confidence; argument and personal speaking style | \*Readers Theatre: altering voice to communicate\*retelling – chronological and with content vocabulary | \*personal reflection and self -assessment |
| VocabularyTier II vocabulary | \*helpful, avoid,gust  | \*adapt, treasure, vanish, continue | \*environment, amaze, drowsy, community | \*different, gather | \*predict, frighten, influence | \*friendly, curious, essential | \*similar, investigate, conservation | \*classify, prefer, opinion, discover | \*volunteer, arrange, insist, suppose | \*insist, enormous, moist |
| Word Study | \*making words plural adding s\*syllable division pattern vccv\*double s,l,f,z\*periods/capital | \*plurals: s, es\*open & closed syllables\*vcv division patterns | \*plurals: s, es, and irregular\*‘ing’ suffixCompound words | \*‘ed’ suffix\*Commas in a list\*silent e syllables | \*contractions\*silent e rule (suffix)\*plural s, es, y-ies,\*vowel team syllables | \*antonyms, synonyms \*R controlled syllables\*diphthong syllables | \*commas before a conjunction(but, then, so, yet) | \*vv syllable division pattern  | \*nouns, verbs for sentence formulation\*consonant -le syllables | subject and predicate |
| Phonics/Spelling Concepts | \*consonant review, qu, short vowel sounds\*ck at the end of word, silent e\*double s, l, f,z | \*initial & final blends review, \*\_ng, \_nk endings\*hard and soft ‘c’ & ‘g’ | a-ee-e withi-e consonanto-e blendsu-e | ea, oa\*doubling rulehop+ed=hopped | ai, ee, ay, oe\*er, ir, ur | \*diphthongsow, ouoi, oy | \*Y as a suffix\*Y as a vowelsp**y**, m**y**ster**y**\*3 Letter /i/ igh\*diphthongaw, au | ar, oroo | \*consonant-le syllables | tionea (great)ea (feather) |
| Writing TypesTechniques Tools/Traits | \*narrative - biography\*generating ideas – composing\* simile and dialogue \*ideas | \*retell & write using first, then, after, that, finally\*narrative – myth/fable\*metaphor and foreshadowing \*ideas | \*focus on punctuation\*persuasive – opinion piece\*hyperbole \*voice | \*using anchor lines, similes\*persuasive – argument letter\*alliteration, \*voice | \*adding voice\*inferring\*expository – animal research \*non-fiction traits -layout, subtitles etc.\*organization | \*expository – news article\*allusion \*sentence fluency**\*** introduce the’somebody… wanted… but… so… because‘ model, to write stories and to create/explain character’s actions | \*using varied sentence starters in writing\*descriptive - poetry\*imagery\*word choice | \*descriptive - memoir\*irony and sarcasm\*conventions | \*writing in third person\*self-reflection – review of writing portfolio\*editing process\*presentation | consolidation  |
| Reading  | \*making connections,visualizing | \*describe events in story as attempts to carry out a plan\*writing to invite inference | \*captions, labels, boldface give meaning\*using punctuation to guide  | \*retelling using realize, decided to \*describe character’s actions | \*compare/Contrast characters\*retell using story grammar to get at message | **\*** introduce the’somebody… wanted… but… so… because‘ model, as a comprehension strategy  | \*questioning\*triple scoop words/synonyms\*analyzing starting sentences | \*dialogue to add interest \*collecting, organizing facts | \*inferring from poetry | \* authentic compliments |
| Generalized Reading Goals | Flyleaf RS2: Pre Reading Series 2 Formative Assessment Flyleaf RS2:Post-Long Vowels with Silent-e Formative Assessment Flyleaf RS3:Post-Vowel digraphs Formative  Flyleaf RS2: Post-Consonant Digraphs Formative Assessment Flyleaf RS3: Pre-reading Skills Assessment |

**Word Wall Words**

**\*\*No Excuse Words, Adrienne Gear, 2017**

**Sept.** \*reteach Gr. 1 words when necessary

\*class names, locations\*all, as, had, have, her, his, no, not, of, very, really

**Oct. \***one, or, oh, they, this, to, we, were, what, could, put, said

**Nov**.\*where, when, with, laugh, does, why, because

**Dec.** \*why, want, buy, twenty, thirty, forty, fifty, sixty, seventy

 eighty ninety, hundred

**Jan.** \*your, you’re, these, sure, other, people, about, their, there,

 they’re

**Feb.** \*gone, too, how, know, toque, wear, none, again

**Mar**.\*enough, though, eye, hurry, water, ferry

**Apr.** \*pretty, beautiful, animal, during, else, threw, through,

 another

**May** \*walk, loose, lose, special

**June** \*altogether

 

**Regular school-wide writing opportunities assist in observing writing progress for all students, in all grades.**