

**Teacher Name:** *Meghan McLellan*  
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**Subject:** *English*  
**Grade Level:** *Grade 2*

**Course Description:**

[To develop students' abilities in speaking, listening, reading and writing in English. Students will read and listen to a variety of fiction and non-fiction texts, express their ideas through conversations and writing, and learn about the world through reading and writing non-fiction texts.]

**Course Content:**

Term 1: August 30 <sup>th</sup> – November 4 <sup>th</sup>		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Reading Strategies – sight words, letter/vowel sounds, blends & digraphs (explored through the SoundPrints program)  Writing Conventions – capital letters, letter formation, spaces, punctuation, inventive spelling (sounding out words)  Personal Writing/Journal Writing	September - November	<b>Uses Language to Communicate and Learn (33%)</b> <ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Small and whole group discussions</li> <li>• Teacher conferencing</li> <li>• Rubrics, checklists</li> </ul> <b>Reads &amp; Listens to texts (23%)</b> <ul style="list-style-type: none"> <li>• Participation during language arts activities – read alouds, quiet reading, classwork</li> <li>• Reading responses</li> <li>• Rubrics, checklists, quizzes, LES</li> <li>• BAS (reading level) 10%</li> </ul> <b>Writing (33%)</b> <ul style="list-style-type: none"> <li>• Personal narrative writing</li> <li>• Writing conventions</li> <li>• Spelling of classroom words</li> <li>• Invented spelling strategies</li> </ul> Rubrics, checklists, written assignments, LES
Term 2: November 4 <sup>th</sup> – February 23 <sup>rd</sup>		20 % of year
Content	Timeline (Dates)	Evaluation Methods
Reading Strategies – sight words, vowel sounds, blends &		<b>Uses Language to Communicate and Learn (33%)</b>

<p>digraphs (explored through the SoundPrints program)</p> <p>Writing Conventions – capital letters, letter formation, spaces, punctuation, inventive spelling (sounding out words) Adding details to writing</p> <p>Personal Narrative/Journal Writing</p> <p>Letter Writing</p> <p>Procedural (How to) Writing</p>	<p align="center">November - February</p> <p align="center">December</p> <p align="center">January</p>	<ul style="list-style-type: none"> <li>• <b>Classroom participation</b></li> <li>• <b>Small and whole group discussions</b></li> <li>• <b>Teacher conferencing</b></li> <li>• <b>Rubrics, checklists</b></li> </ul> <p><b>Reads &amp; Listens to texts (23%)</b></p> <ul style="list-style-type: none"> <li>• <b>Participation during language arts activities – read alouds, quiet reading, classwork</b></li> <li>• <b>Reading responses</b></li> <li>• <b>Rubrics, checklists, quizzes, LES</b></li> <li>• <b>BAS (reading level) 10%</b></li> </ul> <p><b>Writing (33%)</b></p> <ul style="list-style-type: none"> <li>• <b>Personal narrative writing/Letter writing/procedural writing</b></li> <li>• <b>Writing conventions</b></li> <li>• <b>Spelling of classroom words</b></li> <li>• <b>Invented spelling strategies</b></li> </ul> <p><b>Rubrics, checklists, written assignments, LES</b></p>
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<p><b>Term 3: February 24<sup>th</sup> – June 22<sup>nd</sup></b></p>		<p align="right"><b>60 % of year</b></p>
<p><b>Content</b></p>	<p><b>Timeline (Dates)</b></p>	<p><b>Evaluation Methods</b></p>
<p>Reading Strategies – sight words, vowel sounds, blends &amp; digraphs (explored through the SoundPrints program)</p> <p>Writing Conventions – capital letters, letter formation, spaces, punctuation, inventive spelling (sounding out words) Adding details to writing, writing for a specific audience</p> <p>Personal Narrative/Journal Writing</p> <p>Poetry</p>	<p align="center">February – June</p> <p align="center">February</p>	<p>Uses Language to Communicate and Learn (33%)</p> <ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Small and whole group discussions</li> <li>• Teacher conferencing</li> <li>• Rubrics, checklists</li> </ul> <p><b>Reads &amp; Listens to texts (23%)</b></p> <ul style="list-style-type: none"> <li>• Participation during language arts activities – read alouds, quiet reading, classwork</li> <li>• Reading responses</li> <li>• Rubrics, checklists, quizzes, LES</li> </ul>

Opinion Writing	March	<ul style="list-style-type: none"> <li>BAS (reading level) 10%</li> </ul> Writing (33%) <ul style="list-style-type: none"> <li>Personal narrative writing/Opinion/Non-Fiction/Poetry</li> <li>Writing conventions</li> <li>Spelling of classroom words</li> <li>Invented spelling strategies</li> </ul> Rubrics, checklists, written assignments, LES
Non-Fiction/Informational Writing	March/April	
Letter Writing	June	
<b>RESOURCES USED:</b>	<i>SoundPrints materials and texts, various read alouds, WQSB ELA materials</i>	

\*Course content & timelines may be adjusted as the year progresses to meet the needs of the students\*

**Communication:**

Students will be provided with a minimum of 4 communications throughout the school year.

- October 15<sup>th</sup> – Progress report
- November 20<sup>th</sup> – 1<sup>st</sup> term report card
- March 15<sup>th</sup> – 2<sup>nd</sup> term report card
  - July 10<sup>th</sup> – Final report card

General Talk Rubric

Communication & Body Language	Student shares ideas that are insightful and relevant. They establish a positive tone for conversation through encouraging facial expressions, attitude and body language.	Student shares ideas that guide the conversation. They are respectful of others and contribute positively through appropriate facial expressions, attitude, and body language	Student shares some ideas that are logical to the conversation. They participate positively in most of the conversation. They show neutral facial expressions, attitude and body language	Student rarely shares ideas or struggles to participate in meaningful/relevant conversation. Facial expressions, attitude, and body language have a negative impact on the conversation
Comments, Questions and Vocabulary	Provide helpful comments to further the conversation Asks relevant questions that keep discussion moving. Uses appropriate and precise vocabulary	Provides comments and questions to further the discussion. Uses key vocabulary	Provides some comments and questions that may further the discussion. Attempts to use some key vocabulary.	Requires prompts and supports to engage in the conversation and/or refuses to engage in the discussion. Does not use key vocabulary.

# Standards & Procedures

## 2022 - 2023

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