Grade 2 English Language Arts Pilot

ENGLISH Program

Discipline Overview

The study of English language arts enables Kindergarten to Grade 12 learners to explore, understand, and appreciate language and its use in multi-dimensional ways—through critical thinking, communicating, creating, collaborating, and reflecting—to empower learners to live Mino-pimatisiwin (The Good Life) and to contribute to their communities as global, literate citizens.

All Kindergarten to Grade 12 teachers contribute to their students' literacy development, supporting learner growth and transformation over time. This includes supporting learners' growth as readers and writers across disciplines and contexts. Each learner develops literacy knowledge and skills through opportunities to listen, speak, read, write, view, and represent in a variety of cultural, linguistic, and community contexts. The language arts are interrelated and interdependent; growth in one area strengthens and supports development in others.

English language arts empowers Kindergarten to Grade 12 learners to engage with multiple modes of communication—known as multiliteracies—across diverse contexts. In today's rapidly evolving landscape of texts, English language arts equips learners with the skills to navigate and interpret multimodal texts that blend print, digital, oral, and visual elements, including Indigenous oral traditions, stories, and knowledge shared across generations.

Through these text experiences, Kindergarten to Grade 12 learners question, investigate, create, communicate, and reflect in order to make sense of the world around them, drawing on varied perspectives, relationships, and lived experiences.

Across Kindergarten to Grade 12, English language arts curricular learning outcomes provide the foundation for developing global competencies. Through engagement with a range of texts, ideas, and experiences, learners apply and deepen these competencies to communicate, collaborate, think critically, and act purposefully, while developing a sense of self and identity, strengthening connections to communities, and expanding their understanding of the world as active and responsible participants.

English language arts serves as the gateway to self-knowing, being, and doing, engaging learners' imaginations, inspiring lifelong learning, and promoting appreciation for the diversity of human experiences conveyed through language, literature, and story.

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Manitoba

In Manitoba, the Kindergarten to Grade 12 English language arts curriculum rests on the following four interconnected strands:

Building Literacy: This strand develops the foundational role of language that supports overall literacy development. Listening and speaking lay the groundwork for reading and writing as learners investigate how language works, including its sounds, patterns, and structures, and discover the power of words to construct and express meaning. Reading and writing develop together as learners engage with traditional and contemporary texts to construct meaning across contexts. As learners progress, oral language continues to anchor comprehension, reasoning, and collaboration, while expanding vocabulary and word knowledge enable the creation and interpretation of increasingly complex texts. Across the grades, learners deepen their engagement with language by exploring and experimenting with its features, refining communication skills, and using language and literacy as powerful tools for learning and self-expression.

Comprehend and Respond: This strand develops learners' capacity to comprehend, interpret, and engage with and respond to a wide range of texts. Learners draw on prior knowledge and experiences as they acquire new information, construct meaning, and think critically about ideas and perspectives. They question, analyze, and evaluate texts by considering purpose, audience, and context. Responding involves expressing understanding, making connections, and communicating insights through discussion, writing, and other forms of representation. Across the grades, learners develop and refine ways of comprehending, interpreting, and thinking critically about texts through engagement with a range of texts and experiences. They deepen their learning, broaden perspectives, and shape how they engage with ideas and viewpoints from social, cultural, and historical contexts.

Compose and Create: This strand develops learners' capacity to express and communicate ideas through purposeful and creative text creation. Learners generate ideas, plan, and draft texts in print, digital, and multimodal forms, engaging in a full composing process that also includes revising, editing, and publishing. Through revision, they refine language, structure, and style to communicate meaning with clarity, precision, and creativity for different purposes and audiences. Across the grades, learners demonstrate increasing growth as text creators, crafting texts to share stories, express identity, and contribute meaningfully to their communities.

Share and Reflect: This strand develops learners' capacity to share ideas effectively and to deepen learning through reflection. Learners engage in collaborative dialogue and presentations to clarify thinking, build new understandings, and express ideas clearly and purposefully across a range of audiences and contexts. Reflection supports learner agency, as they assess progress, set goals, and use feedback to improve. Across the grades, communication serves as a tool for inquiry, problem solving, and collective learning, supporting the ongoing transformation of understanding through shared thinking, reflection, and relational approaches to knowledge building.

Course Overview

In Grade 2, learners continue to develop their listening, interacting, and speaking skills to share, expand, and reflect on ideas for a range of purposes and audiences. They deepen their understanding of how language works, applying a growing knowledge of grammar, vocabulary, and word structure as readers, writers, and thinkers.

Grade 2 learners actively build background knowledge by exploring a wider variety of topics and multimodal sources of information, including books, visuals, oral stories, and digital media. Learners use word-decoding strategies to read with greater accuracy, fluency, and expression. They also use strategies to make meaning from texts and consolidate new understandings, while beginning to identify different viewpoints, authors' voices, and simple forms of bias.

As text creators, Grade 2 learners ask questions, conduct simple research, and explore topics of personal and academic interest. They are learning to plan, draft, revise, and edit with guidance, and to publish or present their texts, with guidance, to engage their intended audience. Their work reflects a growing awareness of how design, word choice, and structure support effective communication for different audiences.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the consequences and implications of those judgments.

When the English language arts curriculum is used to foster critical thinking as a competency, learners

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas, and deepen thinking
- evaluate sources for validity and reliability, and question assumptions, bias, and stereotyping in their own and others' texts
- connect ideas, patterns, and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes
- reflect on multiple perspectives, points of view, and interpretations to make sense of and respond to texts in terms of purpose, audience, and context
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning

- analyze, challenge, and make judgments about their own and others' texts and ideas, using observations, experiences, and evidence
- use criteria to make ethical decisions about what and whose stories are told and how they respond to texts
- critically examine the contents of texts, evaluating text origin and methods of expression

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When the English language arts curriculum is used to foster creativity as a competency, learners

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts
- respond to uncertainty with curiosity and open-mindedness, and ask questions to explore ideas/possibilities and to fill information gaps
- select from and use language and literacy strategies, resources, and sources to explore real-world challenges and to generate ideas to solve problems
- generate and enhance new ideas by interpreting and integrating information from multiple texts and building on the ideas of others
- create and adapt plans to meet needs of specific purposes and different audiences
- test and adapt ideas, plans, and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions
- reflect on creative processes, iterations, and revisions, and seek and use feedback to refine designs

Citizenship

Citizenship in English language arts involves engaging with others and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When the English language arts curriculum is used to foster citizenship as a competency, learners

- develop, understand, and reflect on their own perspectives on complex issues
- recognize discrimination, principles of equity, and human rights in texts and in their world

- explore the interconnectedness of self, others, and the natural world through texts
- welcome and discuss diverse viewpoints, experiences, and world views to make sense of issues related to others and the natural world
- reflect on how texts represent and promote beliefs, values, and the ability to empathize with perspectives that are similar to or different from their own
- engage with others in safe, respectful, and inclusive ways with attention to the complexities of digital citizenship, intellectual property, and fair dealing
- evaluate factors and propose solutions that support advocacy for themselves, others, and the natural world for the betterment of their community
- engage in dialogue to find equitable solutions to social issues that support diversity, inclusivity, and human rights
- investigate complex issues to make informed ethical choices for themselves, others, and the natural world

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth and well-being.

When the English language arts curriculum is used to foster connection to self as a competency, learners

- recognize personal strengths, gifts, and challenges to develop language and literacies for learning and well-being in all areas of their lives
- explore their own voice and understand factors that shape and transform their identities
- recognize and express their feelings and emotions, and use appropriate language strategies to support self-regulation and well-being
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests
- persevere through challenges to understand and create increasingly complex texts
- adapt and change their language and literacy practices in new and varied contexts and communities
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When the English language arts curriculum is used to foster collaboration as a competency, learners

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts
- add to, stretch, and redirect their thinking to deepen and build on others' ideas
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas
- work through differences in constructive ways, and compromise, change perspectives, or challenge points of view and opinions
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

When the English language arts curriculum is used to foster communication as a competency, learners

- recognize, apply, and adjust rules and conventions in text to express ideas and emotions
- consider audience, purpose, and context when making decisions about using and combining different modes and forms to communicate ideas
- understand how their words and actions shape their identity and affect how they tell their own and others' stories
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts
- recognize that diverse perspectives, experiences, and ideas can have an impact on and influence understanding and how we respond to texts

- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages
- make connections to how the English language works, and use language in discerning and purposeful ways to build relationships both in person and in digital contexts
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities

Enduring Understandings

Enduring understandings are the essential big ideas residing at the heart of all disciplines. They are the principles educators interpret and use to guide curriculum planning, and that learners use to deepen understanding, make connections, and transfer their learning across a broad spectrum of language and literacy experiences.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context-dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences, and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning, which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text and creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies, and multimodal texts (print, digital, physical, aural/oral, gestural, spatial, and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts is essential for all to live Mino-pimatisiwin (The Good Life). The English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being, and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

(Source: *English Language Arts Curriculum Framework: A Living Document*, 2020)

Learning Outcomes

Strand A: Building Literacy

General Learning Outcome: Oral Language Communication

ELA.2.A1 Learners engage in oral language communication as a recursive process of listening, speaking, and interacting to construct meaning, exchange ideas and perspectives, and expand their understanding of themselves, others, and the world.

Listening (Receptive)

ELA.2.A1.1 Listen attentively to information, ideas, and experiences shared by others; show understanding by identifying the topic, retelling important details in sequence, and asking questions to learn more.

ELA.2.A1.2 Recognize how speakers use communication features (e.g., word choices, voice, facial expressions, gestures, eye contact, organization of ideas) to communicate ideas and engage listeners; talk about how these features help listeners understand.

Speak and Interact

ELA.2.A1.3 Use complete sentences, appropriate grammar, and new vocabulary to communicate ideas clearly for different purposes and contexts.

ELA.2.A1.4 Exchange ideas and experiences related to the topic in conversations and group discussions; respond to the ideas of others to support understanding.

Speaking (Expressive)

ELA.2.A1.5 Use complex sentences with attention to new vocabulary and grammar to expand and communicate thoughts and ideas.

ELA.2.A1.6 Contribute own voice in different contexts (e.g., conveying a sense that "I have something to say that matters to the topic, question, or issue.").

General Learning Outcome: Language as the Foundation for Reading and Writing

ELA.2.A2 Learners build and apply foundational language knowledge and skills, including letter knowledge, sound awareness, word structures, vocabulary knowledge, and language conventions, to engage as active readers, writers, and communicators.

Phonological Awareness

ELA.2.A2.1 Apply knowledge of spoken language structures, including phonemes (sounds), syllables, and word parts (onset-rime), to blend, segment, and manipulate spoken words (e.g., add, delete, substitute, or rearrange sounds in one- and multisyllabic words); use these understandings in decoding, word reading, and spelling.

Alphabetic Knowledge

ELA.2.A2.2 Apply alphabetic knowledge accurately and automatically when reading, spelling, and writing.

Phonics: Letter-Sound Relationships

ELA.2.A2.3 Use knowledge of letters, sounds, spelling patterns, and syllables to read, write, spell, and learn one-syllable and multisyllabic words, including words with regular and irregular patterns, with increasing accuracy and automaticity in isolation and in connected text.

Spelling Conventions

ELA.2.A2.4 Use spelling conventions (e.g., letter-sound relationships, contractions), spelling patterns (e.g., word families), vowel patterns (e.g., short- and long-vowel patterns, vowel teams such as *ai, ay, ee*, and *ea*), syllable patterns (e.g., closed and open syllables), and morphology to support accurate reading (decoding) and spelling (encoding).

Word Structures and Meaning (Morphology)

ELA.2.A2.5 Use word structures (morphology) (e.g., compound words, contractions, prefixes [unhappy], suffixes [looking], base words [thank → thankful], inflectional endings [jump → jumped; cat → cats], and word families [play, player, playful]) to determine the meaning and spelling of words; apply this knowledge to support reading, vocabulary development, comprehension, and communication in speaking and writing.

Vocabulary Knowledge

ELA.2.A2.6 Use a range of vocabulary, including academic vocabulary (e.g., compare, observe, explain) and subject-specific vocabulary (e.g., lifecycle, community), as well as knowledge of word meanings and relationships (e.g., synonyms, antonyms, words with more than one meaning [e.g., bat, bark]) to understand texts; select vocabulary to communicate ideas clearly for different purposes.

Language Conventions

ELA.2.A2.7 Recognize that language conventions (e.g., words, sentence structure, grammar, capitalization, punctuation, spelling) support understanding and meaning in texts; use these conventions accurately in speaking and writing to express ideas clearly.

Strand B: Comprehend and Respond

General Learning Outcome: Navigate Texts

ELA.2.B1 Learners draw on their knowledge, experiences, and awareness of text cues and conventions to establish purpose, anticipate meaning, and prepare for initial engagement with texts.

Activate Prior Knowledge

ELA.2.B1.1 Use prior knowledge and experiences to understand texts; share ideas, questions, and wonderings.

Establish Purpose and Focus

ELA.2.B1.2 Identify a purpose for engaging with texts (e.g., enjoyment, finding information), with support; ask simple questions based on personal interests and curiosities to focus attention on what they want to learn, understand, and/or enjoy in a text.

Use Text Cues and Conventions

ELA.2.B1.3 Identify and use text cues (e.g., pictures, repetitive words or phrases, speech bubbles, headings, sequenced patterns, features) and conventions in texts; tell how they contribute to the understanding of ideas and information.

General Learning Outcome: Construct Meaning

ELA.2.B2 Learners actively construct meaning when reading, viewing, and listening to texts by applying a range of comprehension strategies. They make connections, infer meaning, and monitor understanding to build knowledge and deepen understanding across a variety of contexts and text forms.

Predict and Infer

ELA.2.B2.1 Make predictions about characters/people, events, and ideas in a text experience, using prior knowledge, clues in the text, and/or discussions (before, during, and after reading/viewing/listening) to support understanding.

Make Connections

ELA.2.B2.2 Make connections among personal experiences, prior knowledge, and texts; describe how those connections support the understanding of characters/people, events, and ideas.

Monitor Understanding

ELA.2.B2.3 Notice when meaning is unclear; use simple strategies (e.g., rereading, making connections, asking questions) to support understanding.

ELA.2.B2.4 Use fluency skills (e.g., appropriate rate, phrasing, and expression) and strategies (e.g., rereading, attending to punctuation) to support understanding; read with increasing accuracy and use punctuation to guide phrasing, pausing, and expression.

Summarize Meaning

ELA.2.B2.5 Retell key ideas and information from texts, including important events or details, to show understanding.

General Learning Outcome: Think Critically about Texts

ELA.2.B3 Learners analyze ideas, information, viewpoints, and perspectives within and across texts to build understanding. Learners use evidence from texts to develop, support, and evaluate interpretations.

Analyze Ideas and Information

ELA.2.B3.1 Identify important ideas and information in a text (e.g., main message, lesson); use details to describe what they teach about people, experiences, and topics.

Critique Purpose, Viewpoint, and Perspective

ELA.2.B3.2 Identify a text creator's purpose; describe how people, ideas, and events are presented in a text.

General Learning Outcome: Consolidate Understanding

ELA.2.B4 Learners reflect on, extend, and integrate new learning to develop deeper understandings. They respond to texts by sharing interpretations, perspectives, and insights that expand, challenge, or refine their thinking.

Reflect on New Learning

ELA.2.B4.1 Identify new ideas and understandings gained from texts; describe connections to prior knowledge and experiences.

Response to Text: Self and Others

ELA.2.B4.2 Describe personal responses to texts (e.g., thoughts, feelings, wonder); identify how text-to-self connections contribute to understanding, enjoyment, and emotional response.

ELA.2.B4.3 Discuss responses to texts with others; describe how different experiences can contribute to different ideas and understandings about a text.

Strand C: Compose and Create

General Learning Outcome: Plan and Develop Texts

ELA.2.C1 Learners generate and develop ideas, conduct research, evaluate sources, organize information, and select appropriate forms and modes to compose texts for a range of purposes and audiences.

Generate Ideas and Select Topic

ELA.2.C1.1 Generate ideas from personal experiences, conversations, and prior learning; choose a topic for a specific purpose.

Research Sources

ELA.2.C1.2 Gather information from more than one source (e.g., oral, visual, digital, written); identify key ideas and information related to the topic.

Analyze Author's Craft

ELA.2.C1.3 Explore mentor texts to identify how authors use text features, language, and visuals to communicate ideas; try similar techniques in one's own writing.

Plan and Develop Ideas

ELA.2.C1.4 Use strategies and simple planning tools (e.g., lists, drawings, graphic organizers, storyboards) to generate, record, and organize ideas and information for a topic; identify ideas to include in a text.

Choose Form

ELA.2.C1.5 Experiment with different types of writing (e.g., narrative, informational, descriptive, persuasive) and forms to communicate ideas for a specific purpose and audience; recognize how different forms communicate ideas in different ways.

Create Text

ELA.2.C1.6 Create texts for a purpose and audience; make simple choices in text structure, mode, and language to communicate ideas; use ideas and information from experiences, texts, and other sources, including mentor texts, to develop content; organize ideas and details using simple organizational patterns (e.g., lists; beginning, middle, end) to create a text.

ELA.2.C1.7 Use printing, keyboarding, and other composition tools to compose legible and readable texts; apply appropriate letter formation, spacing, and layout to communicate ideas clearly.

General Learning Outcome: Refine Texts

ELA.2.C2 Learners apply the key qualities of writing to revise, refine, and enhance texts for different purposes, contexts, and audiences.

Organize Content

ELA.2.C2.1 Reread and review the organization of ideas and information; with guidance, make changes by grouping related ideas and details to improve sequencing; review the use of simple organizational patterns and text features to support meaning.

Elevate Sentence Fluency

ELA.2.C2.2 Reread and revise sentences for clarity; use simple and compound sentences and connecting words (e.g., and, because, so) to join ideas; experiment with different sentence beginnings.

Enhance Word Choice

ELA.2.C2.3 Reread and improve word choice to make ideas clearer; use specific and descriptive words to communicate ideas, experiences, and feelings; replace simple or repeated words with more specific language to strengthen message.

Voice/Style

ELA.2.C2.4 Demonstrate personal voice in texts, using descriptive words, print elements (e.g., bold font, repetition, punctuation), and expressive drawings to communicate thoughts, feelings, and opinions about a topic to others.

Revision

ELA.2.C2.5 Recognize when writing does not make sense, and understand that writers can reorganize their ideas by adding or removing text in response to feedback to improve clarity.

General Learning Outcome: Edit and Publish

ELA.2.C3 Learners proofread, edit, and refine texts by applying editing strategies to improve accuracy and clarity. They publish their work using appropriate tools, modes, and platforms to communicate for different purposes, contexts, and audiences.

Review Mechanics

ELA.2.C3.1 Use knowledge of letter-sound relationships, spelling patterns, and word parts (e.g., onset, rime, and simple morphemes such as plurals and common endings) to edit for spelling accuracy; use classroom resources to confirm and correct spelling of familiar and unfamiliar words.

ELA.2.C3.2 Edit texts to apply capitalization conventions accurately, including sentence beginnings, the pronoun I, days, months, and proper nouns (e.g., names of people, places).

ELA.2.C3.3 Review and edit texts, with guidance, for accurate use of punctuation conventions (e.g., periods, question marks, exclamation marks, and apostrophes in contractions) to communicate meaning clearly and support readability.

Publish Final Text

ELA.2.C3.4 Create and share final texts for a specific purpose and audience; use text, images, and other simple design elements (e.g., speech, audio) to communicate ideas clearly and support meaning.

Strand D: Share and Reflect

General Learning Outcome: Share Ideas and Communicate Effectively

ELA.2.D1 Learners organize and communicate ideas for others by making intentional choices about content, communication mode, and style for different purposes and contexts.

Express Ideas and Engage Audience

ELA.2.D1.1 Develop related ideas/information in sequence to share with others; add details and a few examples to share a clear message and to support others' understanding.

ELA.2.D1.2 Explore and select an appropriate mode (e.g., dramatizations, oral, visual, digital, written) to share ideas with others.

ELA.2.D1.3 Explore and use appropriate volume and expression for a specific purpose (e.g., opinions, facts, stories) when sharing ideas/information with others.

General Learning Outcome: Reflect on Learning and Plan Next Steps

ELA.2.D2 Learners use descriptive feedback and criteria to reflect on their learning, set goals, and monitor progress to inform next steps.

Self-Reflect

ELA.2.D2.1 Listen to feedback from others; reflect on feedback with guidance to understand what they did well and what they need to work on to support ongoing progress.

Set Goals and Monitor Progress

ELA.2.D2.2 Share a learning goal using a picture chart of criteria; recognize and track progress with guidance by showing or naming what they can do now that they could not do before.

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.