

## GRADE 2

### Prescribed Learning Outcomes: English Language Arts

*It is expected that students will:*

#### ORAL LANGUAGE (SPEAKING AND LISTENING)

##### *Purposes (Oral Language)*

- A1 use speaking and listening to interact with others for the purposes of
  - contributing to a class goal
  - exchanging ideas on a topic
  - making connections
  - completing tasks
  - engaging in play
- A2 use speaking to explore, express, and present ideas, information, and feelings, by
  - staying on topic in a focussed discussion
  - recounting experiences in a logical sequence
  - retelling stories, including characters, setting, and plot
  - reporting on a topic with a few supporting facts and details
  - sharing connections made
- A3 listen attentively for a variety of purposes and demonstrate comprehension, by
  - retelling or paraphrasing information shared orally
  - following three- and four-step instructions
  - asking for clarification and explanation
  - sharing connections made

##### *Strategies (Oral Language)*

- A4 use **strategies** when interacting with others, including
  - accessing prior knowledge
  - making and sharing connections
  - asking questions for clarification and understanding
  - taking turns as speaker and listener
- A5 use **strategies** when expressing and presenting ideas, information, and feelings, including
  - accessing prior knowledge
  - organizing thinking by following a framework or rehearsing
  - clarifying and confirming meaning
  - predicting what the audience needs to know for understanding
  - adjusting volume and tone to the needs of the audience
- A6 use **strategies** when listening to make and clarify meaning, including
  - making a prediction
  - focussing on the speaker
  - asking questions
  - recalling main ideas

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Prescribed Learning Outcomes: English Language Arts

*Thinking (Oral Language)*

- A7 demonstrate enhanced vocabulary knowledge and usage
- A8 engage in speaking and listening activities to develop a deeper understanding of **texts** (e.g., listening to the telling of a story from an oral tradition, listening to information **text** from science or social studies)
- A9 use speaking and listening to develop thinking, by
  - acquiring new ideas
  - making connections
  - inquiring
  - comparing and contrasting
  - summarizing
- A10 reflect on and assess their speaking and listening, by
  - referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Oral Language)*

- A11 use the **features** of oral language to convey and derive meaning, including
  - **text structure**
  - grammar and usage
  - enunciation
  - receptive listening posture
- A12 recognize the **structures** and patterns of language in oral **texts**, including
  - word families
  - root words
  - rhyme
  - structural sequencing cues

READING AND VIEWING

*Purposes (Reading and Viewing)*

- B1 read **fluently** and demonstrate comprehension of **grade-appropriate** literary **texts** (e.g., stories, legends, poems)
- B2 read **fluently** and demonstrate comprehension of **grade-appropriate** information **texts**
- B3 read and reread **just-right texts** independently for 15 to 20 minutes daily for enjoyment and to increase **fluency** and comprehension
- B4 view and demonstrate comprehension of visual **texts** (e.g., signs, illustrations, diagrams)

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Prescribed Learning Outcomes: English Language Arts

*Strategies (Reading and Viewing)*

- B5 use **strategies** before reading and viewing, including
- accessing prior knowledge to make connections
  - making predictions
  - asking questions
  - setting a purpose
- B6 use **strategies** during reading and viewing to construct, monitor, and confirm meaning, including
- predicting and making connections
  - visualizing
  - figuring out unknown words
  - self-monitoring and self-correcting
  - retelling and beginning to summarize
- B7 use **strategies** after reading and viewing to confirm and extend meaning, including
- rereading or “re-viewing”
  - discussing with others
  - retelling and beginning to summarize
  - sketching
  - writing a response

*Thinking (Reading and Viewing)*

- B8 respond to selections they read or view, by
- expressing an opinion supported with reasons
  - making **text-to-self**, **text-to-text**, and **text-to-world** connections
- B9 read and view to expand knowledge, by
- predicting and connecting
  - comparing and inferring
  - inquiring and generalizing
- B10 reflect on and assess their reading and viewing, by
- referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Reading and Viewing)*

- B11 recognize and derive meaning from the **structures** and **features** of **texts**, including
- **concepts about print** and **concepts about books**
  - elements of stories (e.g., character, setting, problem, solution)
  - ‘**text features**’
  - the vocabulary associated with **texts** (e.g., pictures, headings, table of contents, key facts)
- B12 use knowledge of word patterns, word families, and letter-sound relationships to **decode** unknown words and recognize an increasing number of **high-frequency words**

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Prescribed Learning Outcomes: English Language Arts

WRITING AND REPRESENTING

*Purposes (Writing and Representing)*

- C1 create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring
  - **ideas** developed through the use of relevant details that connect to a topic
  - **sentence fluency** using some variety in sentence length and pattern
  - developing **word choice** by using some varied and descriptive language
  - developing **voice** by showing some evidence of individuality
  - a logical **organization**
- C2 create **informational writing** and representations about non-complex topics and procedures, featuring
  - **ideas** beginning to be developed through the use of relevant details
  - **sentence fluency** using some variety of sentence length and an emerging variety in pattern
  - developing **word choice** by using some content-specific vocabulary and details
  - developing **voice** by showing how they think and feel about a topic
  - an **organization** that includes a beginning that signals a topic and ideas that are generally logically sequenced
- C3 create **imaginative writing** and representations, sometimes based on models they have read, heard, or viewed, featuring
  - **ideas** developed through the use of details that enhance the topic or **mood**
  - **sentence fluency** using sentence variety, dialogue, phrases, and poetic language
  - developing **word choice** by using some varied descriptive and sensory language
  - developing **voice** by showing some evidence of individuality
  - an **organization** that includes a well-developed beginning and logically ordered, imaginative ideas or details

*Strategies (Writing and Representing)*

- C4 use **strategies** before writing and representing, including
  - setting a purpose
  - identifying an audience
  - participating in developing class-generated criteria
  - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
- C5 use **strategies** during writing and representing to express thoughts, including
  - referring to class-generated criteria
  - referring to word banks
  - examining models of literature/visuals
  - **revising** and **editing**
- C6 use **strategies** after writing and representing to improve their work, including
  - checking their work against established criteria
  - **revising** to enhance a writing trait (e.g., **ideas, sentence fluency, word choice, voice, organization**)
  - **editing** for **conventions** (e.g., capitals, punctuation, spelling)

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## Prescribed Learning Outcomes: English Language Arts

*Thinking (Writing and Representing)*

- C7 use writing and representing to express personal responses and opinions about experiences or **texts**
- C8 use writing and representing to extend thinking by presenting new understandings in a variety of **forms** (e.g., comic strip, poem, skit, **graphic organizer**)
- C9 reflect on and assess their writing and representing, by
- referring to class-generated criteria
  - setting a goal for improvement
  - making a simple plan to work on their goal

*Features (Writing and Representing)*

- C10 use some **features** and **conventions** of language to express meaning in their writing and representing, including
- complete **simple sentences**, and begin to use **compound sentences**
  - some paragraph divisions
  - generally correct noun-pronoun and subject-verb agreement
  - past and present tenses
  - capital letters at the beginning of proper nouns and sentences
  - periods, question marks, or exclamation marks at the end of sentences
  - commas to separate items in a series
  - words from their oral vocabulary, personal word list, and class lists
  - spelling words of more than one syllable, **high-frequency** irregular words, and regular plurals by applying **phonic knowledge** and skills and visual memory
  - attempting to spell unfamiliar words by applying **phonic knowledge** and skills and visual memory
  - conventional Canadian spelling of common words
  - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words