

Grade Two English Language Arts - At a Glance

Organizing Idea	Grade Two Outcome	Highlights of your Child's Learning by the end of Grade Two
Text Forms and Structures	Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.	<ul style="list-style-type: none"> • Messages are shared for different purposes: entertainment, learning and instruction. • Messages can be shared digitally and non-digitally. • Messages can be shared in a variety of forms: stories, letters, and • Stories (real or fictional) have a structure: beginning, problem, solution, ending. • Messages can be organized, clarified and enhanced using features such as captions and charts. • Fictional stories and ideas encourage thinking about and beyond what is already known. • Imaginary stories include: folk tales and legends. • A hero or heroine is a real or imaginary character who faces challenges and shows courage. • Stories have elements including: characters, setting, events, plot. • Non-fiction text can be accessed through digital and non-digital forms including: factual stories or images, interactions with people and land, information in other content areas. • Nonfiction text structures include: main idea, supporting details, sequencing, questions and answers. • Poetry creates meaning or effects. • Acrostic poems • Rhyming couplets
Oral Language	Students examine and adjust listening and speaking to communicate effectively.	<ul style="list-style-type: none"> • Oral traditions use language to support ways of knowing. • Communities have specific protocols related to how, when, or with whom oral traditions are shared. • Sharing circles are traditional indigenous practices with protocols for listening and speaking. • Listening and speaking improve communication and enhance communication. • Adjusting volume of speech • Clarity (enunciation) of speech • Vocal emphasis highlights important words. • Listening helps positive relationships.

		<ul style="list-style-type: none"> • Listening: focus, asking and answering questions, body language, paying attention to others. • Facial expressions, gestures, and eye contact are used to emphasize or enhance messages.
Vocabulary	Students expand vocabulary by connecting morphemes and words to their meanings.	<ul style="list-style-type: none"> • Developing vocabulary includes learning tier 2 words: unknown to most learners, critical for comprehending new texts, useful • Vocabulary development includes tier 3 words (academic) from a variety of sources. • Words create effect: alliteration, onomatopoeia, repetition • Homophones, Homographs • Suffixes to endings of words: 'ing', 'ed', 'er', 'est' • The base of a word is the main morpheme.
Phonological Awareness	Students apply understandings of how sounds create meaning in oral language.	<ul style="list-style-type: none"> • Words can be segmented into syllables or sounds (phonemes). • Consonant blends can be separated. • Consonant blends can be located anywhere in a word. • Blend sounds in words up to 6 phonemes. • Blend sounds in words with consonant blends. • Manipulate phonemes in a variety of one-syllable or multisyllabic words. • Delete phonemes in a consonant blend to form a new word. • Substitute phonemes in a consonant blend to form a new word. • Substitute a sound anywhere in a word to form a new word.
Phonics	Students apply understanding of letter combinations and sounds in words.	<ul style="list-style-type: none"> • Letter combinations • Vowels, blends, digraphs diphthongs • Blends combine sounds or word parts • Letter 'r' can influence the vowel sound • Read words that include 120 most frequent letter - sound correspondences
Fluency	Students apply fluency strategies while reading.	<ul style="list-style-type: none"> • Blend sounds quickly and accurately to decode • Apply language structure, meaning, and rapid word recognition to support reading smoothly • Read at a steady, comfortable pace. • Read 175 new high-frequency words automatically in sentences and text. • Read words with appropriate stress on words, pausing and phrasing. • Read with intonation and expression. • Attention to punctuation and quotation marks.

Comprehension	Students examine and apply a variety of processes to comprehend texts.	<ul style="list-style-type: none"> • Listen and understand more difficult text. • Listening to text can be responded to through discussions, visuals, and writing. • Reading text independently and understanding text. • Responding to texts through discussion, visuals and writing. • Comprehension of print texts involves word solving and self correcting. • Comprehension through critical thinking, summarizing, determining main ideas, key ideas and details. • Comprehension is improved by making connections through similarities and differences within text, and between texts, • Comprehension is enhanced through questioning and searching for answers within the text. • Make predictions • Revise understanding based on new information from text. • Compare actual outcomes to predictions made.
Writing	Students create and enhance ideas and information by applying a variety of writing processes.	<ul style="list-style-type: none"> • Writing process: planning, writing, editing, sharing • Write for purpose or audience • Write messages in a variety of forms. • Awareness of run-on sentences • Edit written work for spelling, grammar and punctuation. • Incorporate images to enhance writing. • Creative writing - collect ideas, apply creative thinking, express ideas through different forms. • Include adjectives and adverbs in writing • Use punctuation. • Research process - asking questions to focus on a topic, gather information, organize to record, record information through images, words and sentences. • Writing text using print that is appropriate size, formation, and spaced. • Locate keys on keyboard to type messages.

Conventions	<p>Students examine and use grammar, spelling and punctuation in a variety of contexts to develop effective communication.</p>	<ul style="list-style-type: none"> • Capitalize first word in sentence • Capitalize names of people and places • Capitalize days of week and months • Capitalize titles • Punctuation at the end of sentences. • Apostrophes in place of letters in contractions. • Sentences are written and include a complete thought or idea. • Use pronouns to replace nouns. • Use adjectives • Use adverbs • Identify the subject in the sentence. • Identify when the subject and the verbs agree in a sentence. • Recognize and use prepositions in sentences to show time and place. • Identify spelling patterns: consonant-vowel - consonant- silent e; vowel-consonant-consonant; vowel-vowel- consonant; dropping 'e' and adding 'ing'; doubling letter before adding 'ing' or 'ed'. • Spelling patterns in one-syllable words include short and long vowel sounds and some consonants are silent in some words. • Apply spelling patterns to spell unfamiliar words. • Spelling strategies: induce a vowel in every word and syllable, say words slowly when spelling, use visualization, apply knowledge of known words and word parts and use a variety of supports to spell (personal word lists, dictionaries, environmental print, peers, an adult).
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