

My Child's Learning - A Family Resource 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
<p>Text Forms and Structures</p>	<p>Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>	<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
<p>Oral Language</p>	<p>Students examine and adjust listening and speaking to communicate effectively.</p>	<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. ● 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.
<p>Vocabulary</p>	<p>Students expand vocabulary by connecting morphemes and words to their meanings.</p>	<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.

<p>Phonological Awareness</p>	<p>Students apply understandings of how sounds create meaning in oral language.</p>	<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.
<p>Phonics</p>	<p>Students apply understandings of letter combinations and sounds in words.</p>	<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
<p>Fluency</p>	<p>Students apply fluency strategies while reading.</p>	<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.
<p>Comprehension</p>	<p>Students examine and apply a variety of processes to comprehend texts.</p>	<ul style="list-style-type: none"> ● Listen and understand more difficult text. ● Listening to text can be responded to through discussions, visuals, 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.

<p>Writing</p>	<p>Students create and enhance ideas and information by applying a variety of writing processes.</p>	<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 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.
<p>Conventions</p>	<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).