

GRADE 2

GRADE 2 | ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 2, students will:

Purpose

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry)

Active Listening Strategies

- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about _____)

Teacher prompt: “When First Nations peoples use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way.”

Comprehension Strategies

- 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)

Demonstrating Understanding

- 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic)

Making Inferences/Interpreting Texts

- 1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text

Teacher prompt: “You predicted _____. What clues from the oral text did you use to figure that out?”

* Talking sticks were originally used by some First Nations peoples to ensure impartial and fair council meetings, but their use is becoming popular again in talking and sentencing circles. A person speaks only when holding the talking stick, while the rest of the group listens silently.

Extending Understanding

1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language)

Analysing Texts

1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction (e.g., phrases such as I think... I feel... indicate an opinion rather than strictly factual information)

Point of View

1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view (e.g., people, events, and details are viewed differently by different people)

Teacher prompts: “Does who is talking affect the way the information is presented or the way the story is told?”
 “How do you know what the speaker’s feelings about the topic are? How does that affect you as a listener?”
 “How might the text change if [character X] were speaking instead?”

Presentation Strategies

1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of facial expressions helps the listener understand what is being said)

Teacher prompts: “How does looking at the expression on a speaker’s face help you to understand what is being said?”
 “Does the look on the speaker’s face in some way change the meaning of the actual words being spoken?”

2. Speaking to Communicate

By the end of Grade 2, students will:

Purpose

2.1 identify a variety of purposes for speaking (e.g., to entertain the class; to establish positive personal and learning relationships

with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups)

Interactive Strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say)

Clarity and Coherence

2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns (e.g., give an oral account of a current event using the five W’s to organize the information; restate the main facts from a simple informational text in correct sequence)

Appropriate Language

2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience (e.g., use descriptive adjectives and adverbs to create vivid images for their audience)

Vocal Skills and Strategies

2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)

Non-Verbal Cues

2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Visual Aids

2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 2, students will:

Metacognition

3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking

Teacher prompts: “What questions can you ask yourself while listening to be sure that you understand what you hear?” “What can you do after listening to check that you have understood?” “How do you get ready to speak?” “While you are speaking, how do you check whether you are keeping the attention of your audience?”

Interconnected Skills

3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Teacher prompts: “How does listening make you a better speaker?” “How does viewing texts help you when you are listening?”

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 2, students will:

Variety of Texts

- 1.1 read some different literary texts (*e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language*), graphic texts (*e.g., simple maps, charts, diagrams, graphs*), and informational texts (*e.g., "How to" books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries*)

Purpose

- 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes (*e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information*)

Comprehension Strategies

- 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts (*e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember*)

Demonstrating Understanding

- 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (*e.g., retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence*)

Making Inferences/Interpreting Texts

- 1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them

Teacher prompts: "How did Carmen's actions help us to know how she was feeling in the story?" "The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?"

Extending Understanding

- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Teacher prompts: "How is this story like the one we read last week?" "How is our school like the one we are reading about?"

Analysing Texts

- 1.7 identify the main idea and some additional elements of texts (e.g., *narrative*: characters, setting, problem, solution, events/episodes, resolution; *procedure*: goal, materials, method)

Teacher prompts: “What main idea do these two stories share?” “What elements did the author include to make the recipe interesting and still easy to follow?”

Responding to and Evaluating Texts

- 1.8 express personal thoughts and feelings about what has been read (e.g., *by using visual art or music to communicate their reaction*)

Teacher prompts: “Why do you think what happened to the character was fair/not fair?” “How might you express your feelings about what happened to this character?”

Point of View

- 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., *develop a narrative or role play to present a story from the point of view of one or two minor characters*)

Teacher prompts: “What do you think the author wants the reader to think?” “How might a different character tell this story?”

2. Understanding Form and Style

By the end of Grade 2, students will:

Text Forms

- 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (e.g., *plot, characters, setting*), graphic texts such as a primary dictionary (e.g., *words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams*), and informational texts such as a “How to” book (e.g., *materials listed in order of use, numbered steps, labels, diagrams*)

Text Patterns

- 2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., *numbered steps help the reader follow a procedure or set of instructions correctly*)

Text Features

- 2.3 identify some text features and explain how they help readers understand texts (e.g., *table of contents, index, chart, illustrations, pictures, diagrams, icons*)

Teacher prompt: “How does the diagram help you understand the explanation?”

Elements of Style

- 2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., *descriptive adjectives help the reader visualize a setting; alliteration helps make ideas or characters stand out: red red robin*)

3. Reading With Fluency

By the end of Grade 2, students will:

Reading Familiar Words

- 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts (e.g., *the same word in different graphic representations such as: on charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers*)

Reading Unfamiliar Words

- 3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:
- semantic (meaning) cues (e.g., *familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language*);
 - syntactic (language structure) cues (e.g., *word order, language patterns, punctuation*);

- graphophonic (phonological and graphic) cues (*e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size*)

Teacher prompt (for cross-checking of cues): “The word does have the same beginning sound (*bright* and *brought*) but does it make sense in this sentence?”

Reading Fluently

- 3.3** read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience (*e.g., make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation*)

Teacher prompt: “Can you make your reading sound just as if you are talking?”

4. Reflecting on Reading Skills and Strategies

By the end of Grade 2, students will:

Metacognition

- 4.1** identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading

Teacher prompts: “What questions do you ask yourself to check and see

whether you understand what you are reading? What do you do if you don’t understand?” “When you come to a word or phrase you don’t know, what strategies do you use to solve it? How do you check to see if you were right?”

Interconnected Skills

- 4.2** explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (*e.g., reading a text independently is easier after discussing the topic with a partner and/or talking about it in a group*)

Teacher prompt: “How do discussions before reading help you get ready to read about new topics?”

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 2, students will:

Purpose and Audience

- 1.1 identify the topic, purpose, audience, and form for writing (e.g., *a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie*)

Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”

Developing Ideas

- 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., *formulate and ask questions such as the five W’s [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner*)

Research

- 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., *from discussions with family and friends; from a variety of texts, including teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts*)

Classifying Ideas

- 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., *by using simple graphic organizers such as webs or a Venn diagram*)

Organizing Ideas

- 1.5 identify and order main ideas and supporting details, using graphic organizers (e.g., *a story grammar: characters, setting, problem, solution; a sequential chart: first, then, next, finally*) and organizational patterns (e.g., *problem-solution, chronological order*)

Review

- 1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary (e.g., *use a graphic organizer to explain their material to a classmate and ask for feedback to identify gaps*)

2. Using Knowledge of Form and Style in Writing

By the end of Grade 2, students will:

Form

- 2.1 write short texts using several simple forms (e.g., *a friendly letter; a factual recount of a scientific or mathematical*

investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy)

Voice

- 2.2** establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience (*e.g., words that convey admiration for a character: a cool person*)

Word Choice

- 2.3** use familiar words and phrases to communicate relevant details (*e.g., a sequence of adjectives: The big, brown bear...*)

Sentence Fluency

- 2.4** use a variety of sentence types (*e.g., questions, statements, exclamations*)

Point of View

- 2.5** identify, initially with support and direction, their point of view and one or more possible different points of view about the topic

Teacher prompt: "How do you feel about this topic? How do you think other people – such as children from a different country or grandparents – might feel about this topic? How will you share these feelings in your writing?"

Preparing for Revision

- 2.6** identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

Teacher prompts: "Do you have enough information to support your ideas?" "Are there any other words that you could use to create a better word picture for your audience?"

Revision

- 2.7** make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies (*e.g., reordering sentences to present information in a more logical sequence; adding linking words to connect*

ideas; replacing general words with concrete, specific words/phrases)

Teacher prompt: "What linking words could you use to connect two ideas?" "What words could you add to create a more vivid picture for the reader?"

Producing Drafts

- 2.8** produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 2, students will:

Spelling Familiar Words

- 3.1** spell many high-frequency words correctly (*e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts*)

Spelling Unfamiliar Words

- 3.2** spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (*e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones: bear/bare*)

Vocabulary

- 3.3** confirm spellings and word meanings or word choice using a few different types of resources (*e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary*)

Punctuation

- 3.4** use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks

Grammar

3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns *me, you, him, her, us, them*; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (*e.g., and, but*); simple prepositions of place and time (*e.g., under, with, before, after*)

Proofreading

3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (*e.g., Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?*)

Publishing

3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout (*e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration*)

Producing Finished Works

3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflecting on Writing Skills and Strategies

By the end of Grade 2, students will:

Metacognition

4.1 identify some strategies they found helpful before, during, and after writing (*e.g., use a writer's notebook to record ideas for writing, new and interesting words, graphic organizers that could be used again*)

Teacher prompts: “How do you generate your ideas for writing?” “What helps you to get organized for writing?”

Interconnected Skills

4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers

Teacher prompts: “How does your conventions notebook help you as a writer?” “How does listening to stories help you when you are writing?” “How might the television programs you watch help you as a writer?”

Portfolio

4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

OVERALL EXPECTATIONS

By the end of Grade 2, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 2, students will:

Purpose and Audience

- 1.1 identify the purpose and intended audience of some simple media texts (e.g., *this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals*)

Teacher prompts: “Who would enjoy this?” “Who would learn from this?”

Making Inferences/Interpreting Messages

- 1.2 identify overt and implied messages in simple media texts (e.g.,
- *overt message of an advertisement for shoes:* Great athletes wear these shoes; *implied message:* If you want to be like these athletes, buy these shoes;
 - *overt message on a billboard advertising brand-name clothing:* These attractive people wear this brand of clothing; *implied messages:* Wearing this brand of clothing will make you attractive too; clothing makes the person;
 - *overt message in a superhero cartoon:* The hero is a tall, strong man; *implied message:* Tall, strong men are like heroes)

Teacher prompt: “What is this advertisement telling us? Do you believe its messages?” “What do the heroes and villains look like in the cartoons you watch? What does this suggest?”

Responding to and Evaluating Texts

- 1.3 express personal thoughts and feelings about simple media works and explain their responses (e.g., *explain why a particular DVD/video or licensed character toy or game is more or less appealing to them than another, similar product*)

Teacher prompt: “Tell me three things that make this game more fun to play than that one. Do you think both girls and boys would like both of these games?”

Audience Responses

- 1.4 describe how different audiences might respond to specific media texts

Teacher prompt: “Who do you think is the main audience for Saturday morning cartoons? Do your parents watch them? Who watches sporting events on television in your or your friends’ families? Who seems most interested in car advertisements? Do you think some of these things are interesting to various groups of people?”

Point of View

1.5 identify, initially with support and direction, whose point of view (*e.g., that of the hero, the villain, the narrator*) is presented in a simple media text and suggest how the text might change if a different point of view were used

Teacher prompt: “Who is telling this story? How would the story be different if another character were telling the story?”

Production Perspectives

1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (*e.g., film production companies produce movies to entertain audiences and to make money; companies produce advertisements to persuade consumers to buy their products*)

Teacher prompt: “How do we know who produces the T-shirts with logos or slogans that we wear, or the dolls we like to play with?”

2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 2, students will:

Form

2.1 identify some of the elements and characteristics of selected media forms (*e.g., a television commercial uses speech, sound effects, and moving images to sell a product or service; a print advertisement uses words and pictures to sell a product or service; in a television news broadcast, an anchor and reporters report information about events that have actually happened, and use film or video clips from real locations around the world to illustrate those events*)

Conventions and Techniques

2.2 identify the conventions and techniques used in some familiar media forms (*e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers’ attention*)

Teacher prompt: “What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed?”

3. Creating Media Texts

By the end of Grade 2, students will:

Purpose and Audience

3.1 identify the topic, purpose, and audience for media texts they plan to create (*e.g., an advertisement to interest both boys and girls in buying an action toy*)

Form

3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create (*e.g., a photo essay or collage to commemorate a class event or celebration*)

Teacher prompt: “Would a photo essay or a collage tell the story best? How else could we keep a record of the event?”

Conventions and Techniques

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (*e.g., a book cover with appropriate lettering for the title and author’s name and a cover illustration depicting a scene or artefact from the story; sound effects or a soundtrack for a dramatization of a poem*)

Producing Media Texts

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (*e.g.,*

- *an advertisement for a healthy snack food*
- *a board game based on the plot and characters of a favourite book or television show*
- *a sequence of pictures and/or photographs telling the story of a class event or celebration*
- *a story illustrated with diagrams and digital images*
- *a weather report with illustrations and captions*
- *a selection of background music and sound effects to accompany a picture book that will be read aloud to the class*
- *a role play of an interview between a reporter and a fictional character in a movie*)

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 2, students will:

Metacognition

- 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts

Teacher prompt: “How did choosing music to go with the story help you understand the story or poem better? Would you choose to do this again? Why? Why not?”

Interconnected Skills

- 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Teacher prompt: “Think about your project. How many different language skills did you use?”