
Grade 2: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 2, students will:

- communicate in simple contexts using basic vocabulary and simple phrases;
- demonstrate an understanding of simple spoken language, using both verbal and non-verbal cues;
- demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- demonstrate an understanding of the writing system used in the program;
- read simple words and phrases in the writing system used in the program;
- write simple words and phrases in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.⁵

Specific Expectations

Oral Communication

By the end of Grade 2, students will:

- communicate in simple contexts using basic vocabulary and simple phrases (e.g., *this is my book*);
- participate in structured oral language activities appropriate for the grade (e.g., describe actions using simple phrases – *I walk, I run*);
- respond appropriately to simple questions using simple phrases (e.g., *it's mine*);
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

By the end of Grade 2, students will:

- demonstrate an understanding of the writing system used in the program;
- read words and simple phrases, using the alphabet or syllabics chart, pictures, and other visual aids;
- participate in structured reading activities appropriate for the grade (e.g., match letters of the alphabet or syllabic characters to words, match simple phrases to pictures);
- use visual cues (e.g., pictures, illustrations) to determine the meaning of simple phrases;
- recognize words and language structures that have been introduced orally;
- read simple phrases aloud using pictures.

5. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 2, students will:

- demonstrate an understanding of the writing system used in the program;
- write simple words and phrases using the alphabet or syllabics chart;
- participate in structured writing activities appropriate for the grade (e.g., write simple phrases that include familiar vocabulary);
- spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, community members);
- demonstrate an understanding of simple phrases by creating lists of simple phrases around a familiar topic or idea (e.g., phrases that describe an action – *I eat, I walk*).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- pronoun as subject – plural form (e.g., *we, you*)
- demonstrative pronouns – plural form (e.g., *these, those*)
- demonstratives with nouns – plural form (e.g., *these houses, those boats*)
- possessive pronouns – singular and plural forms (e.g., *it's mine, it's theirs*)
- formation of the plural of nouns through the addition of affixes (e.g., *hats, coats*)

verbs

- present tense of verbs with a second-person singular pronoun (e.g., *you are eating*)
- verbs used to express possession (e.g., *I have a pencil, I have a toy*)

interrogative constructions

- question words with new vocabulary (e.g., *why, at what time, when*)

negative constructions

- formation of the negative in simple phrases (e.g., *it is not raining*)

Vocabulary

- words used to describe gradations of colour (e.g., *pink, grey, light blue, dark blue*)
- numbers from 101 to 1000; numbers to 1000 by 100's
- words associated with the weather, months, clothing, clan animals, and extended family (e.g., *grandmother, grandfather, aunt, uncle, cousin*)
- simple phrases (e.g., *this is my grandmother*)

Spelling

- correct spelling of words and simple phrases studied
- use of resources to confirm spelling (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists)