

English Language Arts

Learner Outcomes

Grade 2

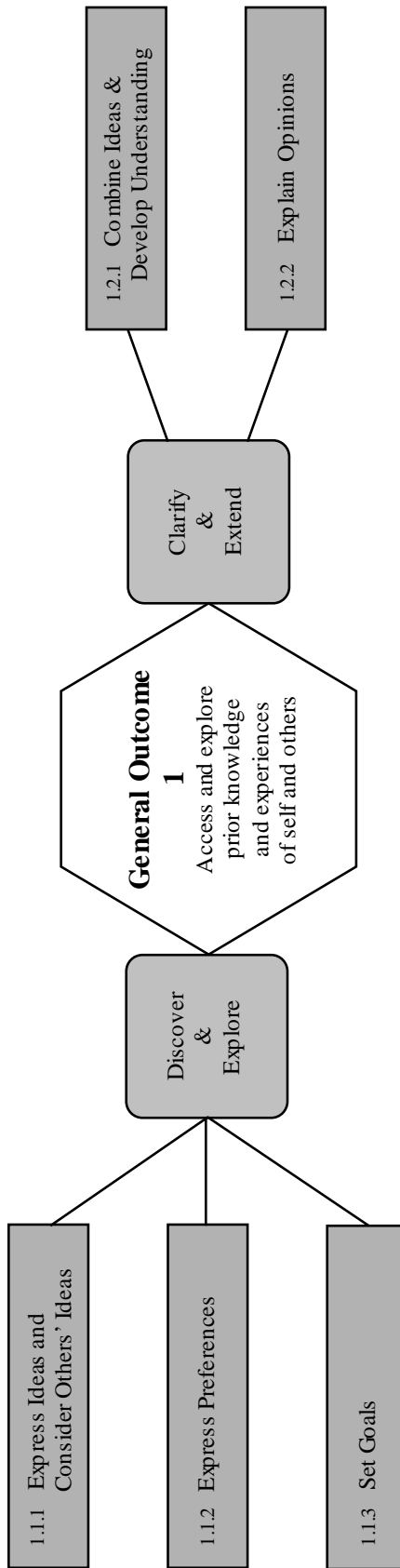


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 2

Discover and Explore

Use conversation to explore personal understanding

**It is important to be sensitive to cultural conventions when inviting students to interact.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, play, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals, Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 1.1.1 a.** *Talks about and / or represents personal observations, experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)*

May say, "Lots of us are excited when a baby is born; even when it isn't our family's new baby." "I think people like babies, because ..."

- 1.1.1 b.** *Uses questions and conversations (responses) to explore personal understanding (in oral, print, and other media texts)*

May say, "I thought community meant the next town. But if we can belong to more than one community, what community do I belong to then?" "In my family, we don't celebrate Thanksgiving like they do in that story. We just have a big feast. Why don't we do it all the same?"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 2

Discover and Explore

Express and explain text preferences (oral, print, and other media texts)

Express Preferences

General Example(s)

- readers' club, poetry club, art/drama representations, book talks, response logs, book jackets, displays, book chair, author's chair,...

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

1.1.2 a. *Chooses appropriate texts of personal interest, with guidance*

Can select, with support, texts that can be read independently (for DEAR time, reading workshop, book baskets ...)

Can select, with support, visual and oral texts with appropriate content that can be easily understood

May say: "Can I read the first page of this to you to be sure I can do it myself?"; "Where are some books I can read about bears?"; "Will you help me find another book about Little Bear?"; "I want a book like his. Can you help me?"; "Can we watch this DVD? It's about animal babies."

1.1.2 b. *Explains why different oral, print and other media texts are preferred*

May say: "I like stories better than informational texts because I like to read about people doing things and going on adventures."; "I like watching the movie Curious George, but the book is hard to read."; "I want to go to the tipi and listen to the elders tell stories. When they speak, I can make the pictures in my brain."

1.1.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.2 d. *Begins to explain preferences for a particular medium (oral, print, or other media)*

May say, "I like it when you read to us; I don't like reading it myself." "I don't like the listening centre; I want to watch it on the DVD." "When we see the Franklin tapes, I like them more than when we read Franklin books. It is better when it is real and Franklin moves."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 2

Discover and Explore	Set Goals
<p>Reflect about self as reader, writer, viewer, listener, speaker, and presenter</p> <p>* language use includes all six language arts</p> <p>*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying</p> <p>*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing</p>	<p>General Example(s)</p> <ul style="list-style-type: none">•conferencing, reflective journals, self assessment, goal setting, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

1.1.3 a. *Reflects upon and discusses reading / listening / viewing strengths and challenges (behaviours, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's responses, checklists, reading inventories, ...

May say, "What did I do that helped me be a better reader?" "I know that I like to read in a quiet spot, but I also like reading with a partner and talking about what we read."

"What did I do that helped me be a better viewer?" "I needed to talk about what we watched because it confused me."

"What did I do that helped me be a better listener?" "I paid attention to the speaker, and thought about what she said."

1.1.3 b. *Reflects upon and discusses writing / speaking / representing strengths and challenges (behaviours, skills, and strategies)*

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, checklists ...

"What did I do that helped me be a better writer?" "Since I like to read with a partner, let's write to each other in our journals, about the book we are reading."

"What did I do that helped me be a better speaker?" "I looked at my audience and made sure I talked loud enough for everyone to hear me."

"What did I do that helped me to represent my ideas better?" "I made sure that the printing on my poster was easy to read."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 2

Clarify and Extend

Clarify new understandings of connections

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 1.2.1 a.** *Asks questions and talks about connections between prior and new experiences, information and/or knowledge to clarify new understandings*

conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / logs, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Then and Now, Before and After, pattern stories, Fortunately/Unfortunately, Bad news/Good news, Before During After (BDA), think alouds, interviews, Did You know?, ...

May ask and answer questions to satisfy curiosity and information needs, for clarification: "I don't understand how come the plant that was nearest the window did not grow as well as the far one?" "I wonder..." "I don't understand, why...." "Tell me more about..." "So, if..." "Does this mean ...?" "What if ..." "We need to find out where our animals live, where they are born, how they mate, ..." "I don't understand how an igloo can be warm inside?" "Why don't we eat bison meat?"

see Ask Questions (3.1.2)

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 2

Clarify and Extend

Explore personal and others' opinions and understandings

Explain Opinions

General Example(s)

•sharing circle, conferencing, presentations, ...

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

1.2.2 a. *Explores personal and others' opinions, understandings, and ideas (concepts)*

talking, retelling, playing, dancing, singing, drawing, sketching, role playing, dramatizing, sculpting, painting, writing, questioning, ...

May say, "I think ...", "I think we should read another story today for story time. Do you guys think that this is a story about ...?" "If this is supposed to be a safe place, then I think bullies should get sent home right away."

1.2.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.2.2 c. *Begins to explain personal opinions, understandings, and ideas (concepts)*

talking, retelling, sketching, dramatizing, writing, organizing, representing, journaling, ...

May say, "I think that the new road was not necessary because ... " "Our graphic organizer is a circle because the water cycle is like a circle." "You can't do that because the rules say..."



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many

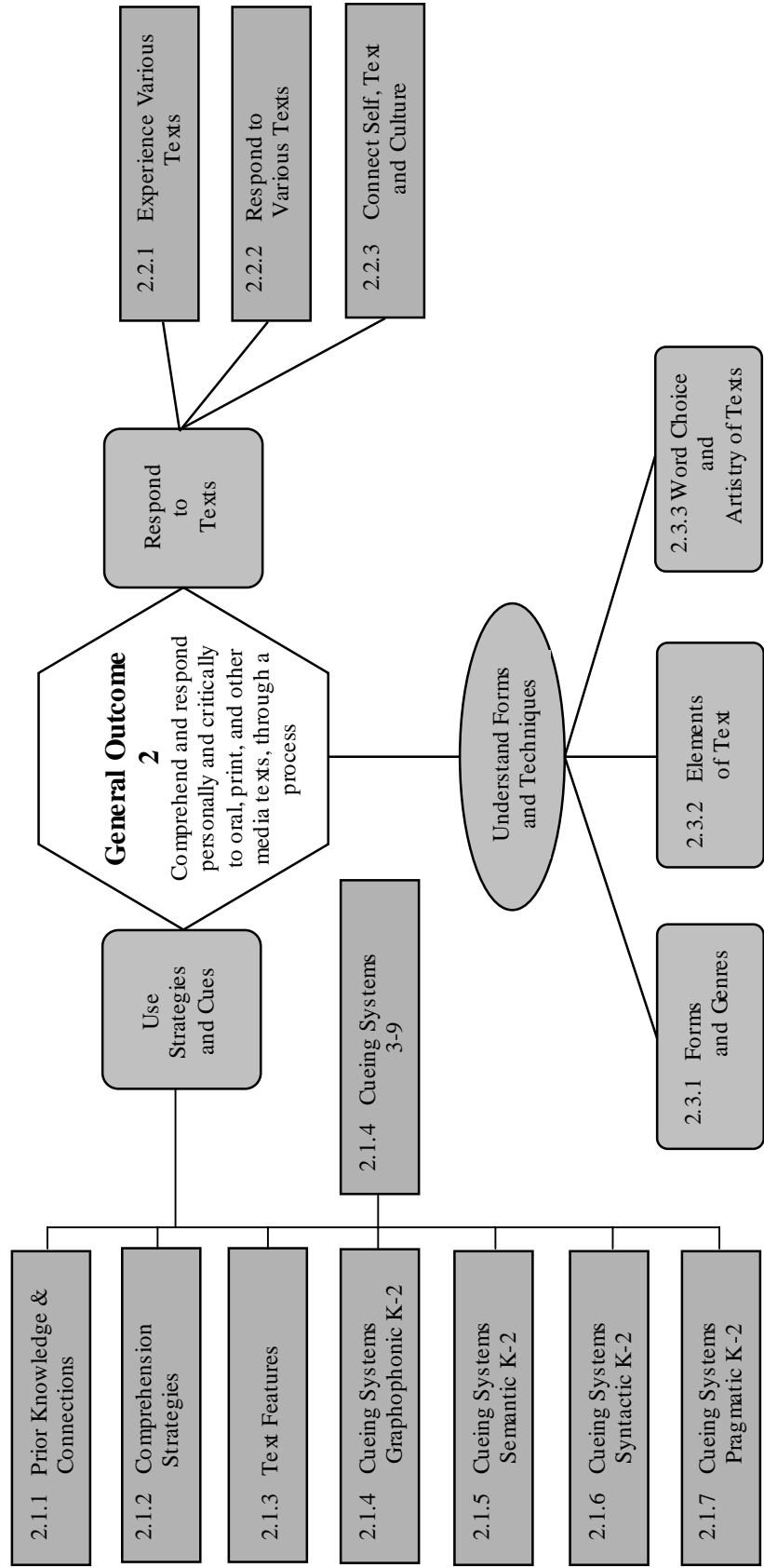
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Grade 2

Use Strategies and Cues

Use prior knowledge to make connections between self and texts (oral, print, and other media)

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Prior Knowledge and Connections

General Example(s)

•talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 2.1.1 a.** *Identifies connections and begins to discuss the differences between personal experiences/prior knowledge and newly learned information from texts (oral, print, or other media)*

finding patterns in stories, illustrations; multiple versions of a story

May say, "In my drawing, I saw...but you saw..."; "I'm the only one who thought of..."; "look, everybody found..."

"Now I know that mosquitoes lay their eggs in water, before we went to the pond, I thought they could lay their eggs anywhere."

- 2.1.1 b.** *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

**May choose to use graphic organizers to represent the connections that evolved from conversations*

May say, "After we talked about our field trip to the museum, we decided to bring things from home that show all of the animals we saw there. I brought beaver mitts; she brought caribou meat, ..."

**graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Grade 2

Use Strategies and Cues	Comprehension Strategies
<p>Discuss anticipated meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p>General Example(s) the 7 key thinking (comprehension) strategies used by proficient readers are:</p> <ul style="list-style-type: none">- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.
	<p>Specific Outcome Links See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 2.1.2 a.** *Uses the seven key thinking / comprehension strategies to construct and confirm understanding, with guidance*

***Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

reading comprehension activities and recording tools might include: conversations, reader's workshop, brainstorming, predictable books and flap books, sort and predict, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look -it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), ...

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- 2.1.2 b.** *Talks about what was learned to revise understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

May say, "I knew that smoking is bad for you. But now I don't want to be around smokers because it is bad for others who breathe the smoke too. That poster showed what second hand smoke does. When we talked about it, I got really scared."

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- 2.1.2 c.** *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

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- 2.1.2 d.** *Begins to understand what is read (using texts with an appropriate complexity of content and sophistication of style)*

**recognizes when what is read makes sense or does not make sense*

conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...

May say, "This doesn't sound right. Can you reread it with me?" "I don't get it. How can this be about bones, 'it is done'?" "Does this say, 'Saw your soup good?' or does it say, 'Was your soup good?'"

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- 2.1.2 e.** *Begins to set a purpose for listening, viewing or reading to anticipate meaning*

talking, goal setting, researching, questioning, reciprocal questioning, experimenting, ...

May say, "We have a question about where our fruit comes from at the store. It doesn't grow here, so we think it must come from someplace warm. We're going to look on the internet."; "I need to know about..."

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- 2.1.2 f.** *Begins to reflect upon own reading behaviours*

See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...

May say, "I found the 'ed' at the end of danced and then I knew the story had happened long ago." "At first what I read didn't make any sense; so I had to go back and sound things out properly. I was just going too fast."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Grade 2

Use Strategies and Cues

Use textual cues to construct and confirm meaning

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.1.3 a. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade two, narrative textual cues include:*

- *book covers,*
- *titles,*
- *sequence (beginning, middle, end),*
- *sentence patterns,*
- *illustrations,*
- *photographs (in text, of author, of topic, ...),*
- *authors' profiles,*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour, and*
- *movement*

discuss, question, read, view

predictable books, films / movies, story books, picture books, oral stories, fairy tales, class read chapter books, ...

May say, "In gym, when we have dancing, I can feel how to move by the beat of the drum or the music that is playing. I go slow when I know it is sad music for a sad story." "I can tell that this story will not end; it is just like those movies that you have to see part two of. I know that because ..." "I love my Grand mother's stories that start with 'when I was younger ...', because I try to imagine her in her cabin or in her teepee and I get a picture of what she tells." "When it starts with 'once upon a time' ..."

2.1.3 b. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

***in grade two, expository textual cues include:*

- titles,
- logical organization (sequential, categorical),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- bold print (headings),
- key words and placement,
- capitalization,
- punctuation and pauses, and
- placement and size of words

discuss, question, read, view

May say, "This sentence has to be read with a different voice because it is a question. Listen to my voice go up."

2.1.3 c. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade two, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons,
- poems organized by: frames / patterns (shape poems, list poems, acrostic poems, alphabet poems)
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses, and
- placement and size of words

May say, "I choose to use lots of short words in my poem to make it sound like the race was really fast. When you read my poem, your mouth really moves, like a tongue twister!"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Grade 2

Use Strategies and Cues

Integrate knowledge of phonics and sight vocabulary with knowledge and purpose of language, structural analysis, and context cues to construct and confirm meaning

Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

While readers use graphophonics in reading, they do so in conjunction with the semantic, syntactic, and pragmatic systems.

Cueing Systems - Graphophonic

Specific Outcome Links

see Elements of Texts (2.3.2) and Spelling (4.3.2)

*Cueing Systems (Graphophonic (2.1.4), Semantic (2.1.5), Syntactic (2.1.6), Pragmatic (2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.1.4 a. *Continues to develop decoding strategies in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

picture, phonetics, visual, context of a sentence, sight vocabulary, word to word, context of a larger text, spelling, inquiry, read and read on, self-correcting, rereading, ...

word analysis: word families, word endings, word patterns, word within a word, ...

2.1.4 b. *Uses letter names and sounds to decode familiar and unfamiliar words in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

journal writing, labels, captions, lists, guided / shared / independent reading activities, ...

word families, 'ing' ending, word within a word (grin/in), strings of letters within words (list of words with 'br'), ...

reader's process, shared and guided reading, and writing process, ...

2.1.4 c. *Identifies initial, medial, and final consonants in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 d. *Identifies long and short vowel sounds in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 e. ***** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

2.1.4 f. *Begins to use consonant combinations in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 g. *Begins to use vowel combinations in context*

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.5 Grade 2

Use Strategies and Cues

Integrate word meaning with knowledge of phonics and sight vocabulary, structural analysis, and context cues to construct and confirm meaning

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Cueing Systems - Semantic

Specific Outcome Links

See Comprehension Strategies (2.1.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.1.5 a. Reads familiar words and unfamiliar words in context

-own writing, experience charts, labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, repeated words / phrases or patterns (predictable books), rhyming words (poems) / word families, basic sight words / high frequency words, ...

-predicts, infers, verifies meaning of words, ...

May say, "The movie is about sharing or being kind to others, so I think that when they kept using the word 'greed', it must mean ..." "This pamphlet is about musk oxen; so maybe this is..."

2.1.5 b. Reads for meaning; monitors, and self corrects

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: in addition to those listed in previous grades: confirming predictions, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look -it-over, conferencing, exploratory talk, Question the Author (QtA), identifying and using root words, identifying and using plural and tense markers to anticipate meaning, drawing conclusions, using knowledge of text structures and grammar to comprehend text (e.g. story structure to comprehend narrative text, informational text structures to comprehend nonfiction), using knowledge of textual cues (titles / words) and word analysis (word chunks, word families / endings, word within a word), questioning, comparing, substituting, adjusting reading rate, ...

May say, "All of the words at the end of the lines finish the same, so we have to find a word to finish this poem that ends with ..." "I can't read this word, but I think I still get the story if I just skip it." ...

2.1.5 c. Extends sight vocabulary / high frequency words

words such as: the, and, like, can, see, then, they, ...

2.1.5 d. *Reads familiar and new texts (grade appropriate) with some fluency (accuracy, expression, automaticity)
intonation, pace, volume, ...*

2.1.5 e. *Applies knowledge of word analysis to predict meaning of new words, with guidance*

- *simple compound words,*
- *contractions,*
- *suffixes,*
- *prefixes*

May say, "The word snow is in that word, maybe it means ..."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.6 Grade 2

Use Strategies and Cues

Integrate knowledge of structural analysis, word meaning, phonics, and sight vocabulary with context cues to construct and confirm meaning

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

It occurs at higher levels of text organization than just the sentence.

Cueing Systems - Syntactic

Specific Outcome Links

See Comprehension Strategies (2.1.2), Grammar and Usage (4.3.1), Punctuation and Capitalization (4.3.3)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.1.6 a. *Recognizes that different text structures are required for different purposes*

Narratives have beginning, middle and end; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, ...

2.1.6 b. *Attends to end punctuation, word boundaries, and capitalization when reading aloud*

**attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

2.1.6 c. *Applies knowledge of grammar to predict meaning, with guidance*

plural markers and tense markers (ed, s, ing)

May say, "This had to have happened yesterday because the newspaper headline says 'crashed'."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.7 Grade 2

Use Strategies and Cues

Integrate context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis to construct and confirm meaning

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

Cueing Systems - Pragmatic

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.2), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.1.7 a. *Interacts with text to talk about an author's / creator's purpose, audience, and choice of structure or form*

**using texts with an appropriate complexity of content and sophistication of style*

see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Originals Texts (4.1.3)

May say, "This is for little kids because it has only a few words and lots of pictures."

2.1.7 b. *Makes inferences to negotiate meaning of text (personal interpretations), with guidance*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

see Respond to Various Texts (2.2.2), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Enhance the Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experience, author's / creator's intent, characters' feelings, how a quotation / selection might be read / interpreted, author's / creator's message, ...

May say, "All of the fairy tales we watched have a good guy and a bad guy. So fairy tales try to teach us to be good people or else we will end up like the wolf or the Step Mother."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Grade 2

Respond to Texts	Experience Various Texts
<p>Explore a variety of oral, print, and other media texts</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors</p> <p>*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.</p>	<p>General Example(s)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p> <p>Specific Outcome Links</p> <p>. see Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.2.1 a. *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Sets a purpose for reading*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

2.2.1 c. *Explores a variety of narrative texts*

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

**required narrative texts to explore in grade two:*

- sequenced pictures / illustrations / video,*
- oral stories (audio representations),*
- story books (picture books with high proportion of text),*
- stories and picture books written by their classmates,*
- predictable books,*
- plays (scripts of familiar stories),*
- improvisations / dramatizations,*
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales,*
- novellettes / novellae (often in a series, chapters are very short (2-3 pages), supported by a few illustrations, often written in the first person, and usually feature a great deal of dialogue and action),*
- narratives where the main and minor characters are: predictable (inferences can be made about character's actions and feelings), concrete, close to learner's experiences,*
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible)*
- narratives where plot includes: clear sequence (beginning, middle, end), problem is solved and there is no ambiguity in the ending, clear cause-effect pattern, and*
- narratives where ideas / content / vocabulary / theme: are grade appropriate*

suggested narrative texts include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative,

...

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

2.2.1 d. *Explores a variety of expository texts*

***required** expository texts to **explore** in Grade Two:

- primary magazines
- primary information web sites
- simple maps, charts
- information posters
- recipes
- informational text with pictures/diagrams and a higher proportion of text
- schedules
- menus
- TV listings
- cards and invitation
- hockey cards, games cards, etc.
- calendar
- addresses and envelopes

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

in addition to those listed in previous grades:

commercials, cookbooks, itineraries, schedules, agendas, television guides, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, summaries, letters (pen pal letters, ...), book reports (dioramas, character mobiles, book jackets, improvisations, ...), ...

Digital texts examples:

web sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, bulletin boards and mailing lists.....

2.2.1 e. *Explores a variety of poetic texts*

***for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

***required** poetic texts to **explore** in grade two:

poems with:

- lots of repetition (refrain, lines, phrases),
- strong rhythm,
- description (grade appropriate vocabulary / qualifiers),
- rhyming pattern, and
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison)
- free verse

***suggested grade two** poetic texts include: *tongue twisters (alliteration), chants, rhymes, rounds, jump rope rhymes, jingles, nursery rhymes, pictures, visual representations, songs, sense poems (description), modelled patterns (list poems, alphabet poems, acrostic poems, comparison poems), songs, shape / concrete poems, couplets, raps, readers' theatre, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Grade 2

Respond to Texts

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Respond to Various Texts

General Example(s)

**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging

*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

**it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

**the distinction between grade levels is the depth of the response*

**responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)

•Knowledge may say: "We made a diorama of where the story happens. You can see ..."

•Comprehension may say: "We wanted to show how the main character must have felt at the part when the book got kind of scary."

•Application may say: "Our group wants to find out more about the new traps they were using at the camp yesterday. We don't understand that part of the presentation we saw, because we don't know what the old traps looked like."

•Analysis may say: "We are trying to make a t-chart of the main and minor characters."

•Synthesis may say: "We have to make a plan for how to divide the cake into 23 equal parts. Then we have to try each plan to see which works."

•Evaluation may say: "I think we should sing to end our presentation because it is about If you use the other song we heard, it is not really about the same topic."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Grade 2

Respond to Texts

Identify similarities and differences between self and portrayals in texts (oral, print, and other media) from other communities.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 2.2.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.2.3 b. *Begins to describe similarities and differences between oneself / one's culture and various characters, communities and / or cultures portrayed in texts (oral, print, and other media)*

**information is embedded in narrative, expository, and poetic texts*

**connecting self to text to world*

See Experience Various Texts (2.2.1)

May say, "When I hear my grand mother's stories of hunting long ago, I see how different it is for us today. We go to the store for some of our meat; they couldn't. If the animals were far away, the families had to follow or they would have starved. It shows how hard they had to work." "In the story about the African tribe following the herd, it was the same thing as for our Elders who kept moving to be near the moose." "My Mom talks about being kind to others, just like the Seven Dwarfs were kind to Snow White, not like the step sisters in Cinderella."

May say, "On this website, I learned that the Elders of the MacKenzie Delta had hunting camps in almost the same places as we do today, but not as many people are hunters anymore. Why?" "My Grandmother and I are like the farmer in the painting. We have a garden too and we pick berries and he picks potatoes. We are gatherers." "Both of those poems are songs that tell a story about the people. In one song the people are happy because I can tell by the music. In the other song, they are sad and it shows in the music."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Grade 2

Understand Forms and Techniques

Recognize differences among a variety of forms and genres of texts; talks about audience/purpose in relation to form/genre

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Forms and Genres

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.3.1 a. *Recognizes differences among a variety of forms and genres of texts*

***using texts with an appropriate complexity of content and sophistication of style*

May say, "Newspapers give facts and I like that; poems are harder to figure out because sometimes the words are all mixed up."

2.3.1 b. *Talks about audience in relation to a form or genre*

May say, "That song was written for Canada Day."

2.3.1 c. *Talks about purpose in relation to a form or genre*

May say, "We decided that the illustrator only used black and white because he is really wanting to show good and bad."

2.3.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.1 e. *Begins to identify the same information and ideas in a variety of forms and genres of texts*

May say, "Magazines have pictures of sharks." "This book gives me facts about sharks." "Let's check the Internet for information." "We can watch a video about sharks."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Grade 2

Understand Forms and Techniques

Listen, read, and view to identify the techniques and elements of texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.3.2 a. *Talks about and identifies elements of narrative texts*

in grade two, narrative elements that develop a sense of story include:

- sequence of events and problem

maintain from previous grades:

-organizational structure / sequence of plot: beginning, middle, end, (story events),

- characters,

- main character, and

- setting (time)

2.3.2 b. *Talks about and identifies elements of expository texts that guide an inquiry*

in grade two, expository elements include:

-content (details)

maintain from previous grades:

- content (topic and related information)*
- imagery*
- logical organization (sequential, categorical)*

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

2.3.2 c. *Talks about and identifies elements of poetic texts to explore their effectiveness*

in grade two, poetic elements include:

*- **personification***

maintain from previous grades:

- description (senses)*
- rhyme*
- repetition*
- onomatopoeia (sounds)*
- alliteration (tongue twisters)*
- simile*

maintained from previous grades:

2.3.2 d. *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

in grade two, techniques include:

- lighting choices

maintain from previous grades:

- type size*
- photographs*
- illustrations and corresponding captions*
- colour*
- colour coded words*
- book covers*
- music / sounds*
- volume*
- imagery*
- font*
- opening shots to videos*
- graphics including: charts and maps*
- title*

May say, "I now this is a Halloween book because the illustrator used only blacks and greys to colour the pictures. It makes it spooky." "We had no trouble doing the experiment because there were pictures for each of the steps."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Grade 2

Understand Forms and Techniques

Talk about the author's use of voice, vocabulary, and techniques in a variety of oral, print and other media texts

* using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (Semantic) (2.1.5), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

2.3.3 a. *Asks and answers questions about new vocabulary*

2.3.3 b. *Extends vocabulary while speaking, reading, and writing*

2.3.3 c. *Talks about how an author expresses his / her voice in oral print, and other media texts, with guidance*

***Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

developing an awareness of voice in text, in grade two, typically involves:

- reading dialogue with expression*
- attending to exclamation points and question marks when reading*

to maintain from previous grades:

- responding to feelings in texts read aloud or viewed*
 - dramatizing familiar texts expressively*
 - taking on characters in improvisations / puppet plays*
 - understanding that bolded or coloured text represents strong feelings, or importance*
 - talking about adjectives or adverbs in texts*
 - responding personally to a text*
 - talking about the author's tone*
 - talking about the author's purpose*
-

2.3.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.3 e. *Begins to identify words, techniques, or elements an author has chosen to create sounds, images, or rhythms (oral, print, and other media texts)*

**exploring descriptive and figurative language*

chants, nursery rhymes, dances, poems, stories, puppetry, songs, refrains, choruses, dramatizations, drawings, paintings, scribble writings, journal entries, lists, labels, captions, centre activities, descriptions, qualifiers, ...

May respond physically to rhythmic language: repeating, clapping, skipping, marching, dancing, tapping, using rhythm instruments, doing finger plays; chanting jingles, tongue twisters, skipping songs, or rhymes; singing, experimenting with, modeling, inventing rhymes or chants, ...

May respond artistically to creative language: drawing, illustrating, modeling, sculpting, inventing, painting, sewing, building, ...

May say, " This is repeated so it's really important." "The words this author uses make me feel like singing." "I know the next part because it always goes this way."

General Outcome 3

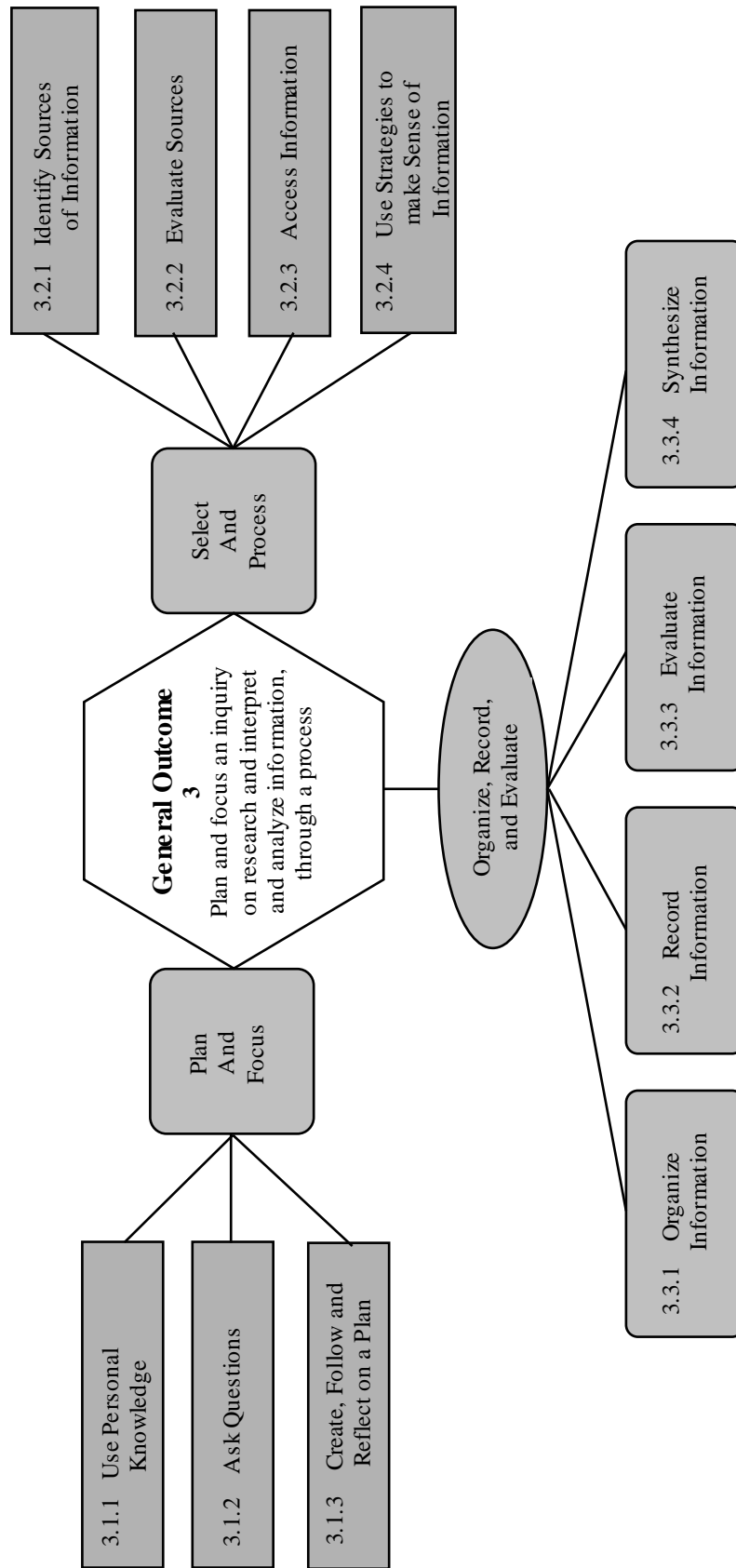


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 2

Plan and Focus

Record personal knowledge of a topic to identify information needs in own and group inquiry

Use Personal Knowledge

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, journals, learning logs, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) chart, picture and word splashes, daily news charts, science discovery tables, charts, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.1.1 a. *Records personal knowledge of topic being discussed through oral, print, and other media texts*

3.1.1 b. *Identifies missing information in personal knowledge*

May say, "On my KWL chart, I wrote that I need to find out about the moose's habitat. That means I need to use some information books instead of stories."

3.1.1 c. *Identifies inaccuracies in personal knowledge*

May say, "On my KWL chart I wrote that moose are smaller than caribou, but after seeing that video I have to change my information."

3.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 e. *Begins to organize personal knowledge of a topic explored in oral, print, and other media texts*

graphic organizers (Organize Information 3.3.1), stories, narrative texts, expository texts, science experiments, graphs, surveys, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 2

Plan and Focus	Ask Questions
Ask questions to understand a topic and identify information needs in own and group inquiry	General Example(s) •Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I wonder chart, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, reflection logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Know-Want to Know-What I Learned (KWL), graphic organizers , ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.1.2 a. *Asks questions for clarification*

3.1.2 b. *Asks open ended questions*

How? Why? Describe? Explain?

3.1.2 c. *Asks questions that lead to exploration and investigation*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 2

Plan and Focus

Recall and follow directions for accessing and gathering information for own and group inquiry

Create , Follow, and Reflect on a Plan

General Example(s)

Questions, books(narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, word problems, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.1.3 a. Identifies a purpose and audience

May say, "We want to prepare a play for the Preschoolers class about safety."

3.1.3 b. Uses a plan for an inquiry: guided research to answer a question or need, and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "We cannot follow the same plan as before, because this time we want to ask the Renewable Officers to help us; maybe they will have a model of a dam and we will not have to build one. But, if we have to show this to the class, we might have to build one so that the roof comes off and they can see inside."

3.1.3 c. Follows a time line for completing specific steps within an inquiry project

teacher directed, student directed, or group directed

May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one. Let's try to figure out how long it will take us to build one."

3.1.3 d. Experiments with a variety of forms of expression to connect purpose and audience

stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3.1.3 e. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.3 f. *Begins to choose from a predetermined list of strategies for accessing and gathering information*

See Identify Sources of Information (3.2.1)

strategies: brainstorming, talking/discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, ...

3.1.3 g. *Begins to choose from a predetermined list of ways to record information*

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

Diagrams, math equations, ...

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...

3.1.3 h. *Begins to record information using the selected method*

See Identify Sources of Information (3.2.1), and Record Information (3.3.2)

May say, "When we talk to the Regional Biologist, we will record her words and information in our log book, but in a T-chart beside our questions. Let's also prepare a graph, about the different kinds of bugs we have here, to fill with her."

3.1.3 i. *Begins to reflect on choice of strategies and method for accessing and recording information*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 2

Select and Process

Select relevant information from a variety of sources to answer inquiry or research questions

Identify Sources of Information

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.2.1 a. *Answers questions by selecting relevant information from a variety of sources*

May say, "We wanted to know if we have poisonous spiders in the NWT. We looked in some books, and then we called the biologist at ENR to ask for information about the animals and insects of the North. She told us"

3.2.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.1 c. *Begins to identify (collaboratively and / or independently) additional sources of information*

Conversations, brainstorm, Think-Pair-Share (TPS), illustrations, sketch and share, sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell presentations, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 2

Select and Process

Match information to inquiry or research needs

Evaluate Sources

General Example(s)

•Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, authentic learning projects, checklists, conferencing, self-assessment, Trash-Treasure-Save, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.2.2 a. *Identifies key words in a question*

May say, "We can use the five finger trick (Who-What-Where-When-Why?) to find out all the important information for our book?"

May say, "Now we are supposed to find out which animals are related to the dog family."

3.2.2 b. *Connects information to questions asked*

May say, "This diagram shows all the canine family."

3.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 d. *Begins to set criteria collaboratively to evaluate sources / information*

3.2.2 e. *Begins to evaluate the relevance of source / information*

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "This book doesn't help us to find out which animals are in the dog family; we can use it when we talk about life cycles though."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 2

Select and Process

Use the specific library organizational system, including visual and auditory cues, to locate information and ideas

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.2.3 a. *Expands repertoire of visual cues to access information*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, ...

3.2.3 b. *Expands repertoire of auditory cues to access information*

sounds, music, words, noises, pauses, volume, ...

3.2.3 c. *Uses textual cues to access information*

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 d. *Uses the library's organizational system to locate information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, ...

3.2.3 e. *Uses the computer to access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 f. *Accesses information from reference materials*

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, picture dictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 2

Select and Process

Make connections between prior knowledge, ideas, information, and text features

Use Strategies to Make Sense of Information

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.2.4 a. *Makes connections between prior knowledge and new information (oral, print, and other media text)*

May say, "Spring tide in the East is different in some ways than here. We have hotter temperatures in Fort Smith than in Holman, but other things are the same. The pictures we have of spring in Holman show duck hunting on the ocean; we have ducks on our river and lots of people hunt then too."

3.2.4 b. *Uses prior knowledge to make predictions to understand information (oral, print, and other media text)*

Before-During-After (BDA), cloze activities, retelling/restating, ...

May say, "We have more blue mitts on our graph than any other colour; so I predict that the next pair of mitts we pull out of the bag will be blue." "Tomorrow my bean should be 3 cm taller because for the last three days, it has grown a lot."

3.2.4 c. *Uses textual cues to check predictions*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view, ...

3.2.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.4 e. *Begins to identify main ideas in information (oral, print, and other media text)*

using: prior knowledge, ideas, information, inferences, predictions, connections, illustrations, graphs, pictures, charts, books, film, video, audio, storytelling, interviews, paintings, sculpting, dance, music, drama, ...

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, visualizing, describing, sequencing, questioning, webbing, clustering, inquiring, observing, predicting, ...

3.2.4 f. *Begins to use prior knowledge and text (oral, print, and other media text) to make inferences*

*May say, "The sky is very dark and cloudy, so it'll rain today." "She has to be old, because she has lots of grey hair."
"I think this story is sad because the title has the word 'poor' in it and the dog on the cover is a mess."*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 2

Organize, Record, and Evaluate

Categorize related information and ideas using a variety of strategies

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, inquiring, observing, predicting, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.3.1 a. Sequences information and ideas

order of events, chains, cycles, beginning-middle-end, chronology, webs, story maps, timelines, maps, narrative writing, expository writing, ...

May say: "I put these pictures in order to show how I built my..."; "Here are the captions for the pictures to tell how the caterpillar turns into a butterfly."

3.3.1 b. Uses graphic organizers with guidance

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, bar graphs, timelines, Venn diagrams, chains, cycles, ...

May say, "This bar graph shows that there is only one city, a few medium sized communities, and lots of small communities in the NWT." "The Nunavut bar graph is different from ours ..." "Our Grandmothers helped us with the timeline for our community. They told us that long ago ..." "Our teacher helped us with the Venn Diagram to compare the communities that are on the Arctic Coast and those along the Mackenzie."

***See Specific Outcome for list of possible strategies*

3.3.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.1 d. *Begins to choose appropriate graphic organizer from a selection*

***Keep in mind audience and purpose when matching the graphic organizer to the task*

May say, "From the list of graphic organizers we have practiced before, we think that our project needs a timeline to show how things have changed here in"

3.3.1 e. *Begins to explain the choice of graphic organizer*

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

May say: "We thought the timeline would make it easier to keep track of what happened when in our community."

3.3.1 f. *Begins to choose appropriate strategies from a selection*

*May say, "From the list of strategies, we can use sequencing to show how our community was then and how it is now."
"We clustered all the information about what foxes eat, where they live, what they look like, their young, and their homes, in these clouds."*

***See Specific Outcome for list of possible strategies*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 2

Organize, Record, and Evaluate

Record key facts and ideas in own words; identify titles and authors of sources

Record Information

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.3.2 a. *Paraphrases key information and ideas related to a topic*

retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...

See 3.3.1 for list of graphic organizers

***When paraphrasing, graphic organizers may or may not be used*

3.3.2 b. *Records information and ideas related to a topic using the preselected method*

May say, "We put our ideas on the class T-Chart."

See 3.3.1 for list of graphic organizers

3.3.2 c. *Identifies title and author of source related to a topic*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 2

Organize, Record, and Evaluate

Examine gathered information to decide what information to share or omit

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.3.3 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.3.3 b. *Begins to determine relevance of information and ideas*

***Keep in mind audience and purpose when selecting information*

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters,.....

identifying question, deleting unimportant information, recording related ideas and examples, ...

May say: "This is a great list of Play Station games, but it doesn't really fit with our topic of ..."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 2

Organize, Record, and Evaluate

Synthesize Information

Ask questions to reflect on inquiry or research experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

3.3.4 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.3.4 b. *Begins to ask and answer questions about personal strengths and challenges to reflect on the research or inquiry process*
May say: "What did I do that worked well?"; "Next time I want to do my research differently because I found it hard to answer the questions when I had only one book to look in?"; "Where else could I have looked?"; "Who else could have helped me?"; "Which part of the project shows my best work? and Why?"; "Maybe we need to check another book."

3.3.4 c. *Begins to ask and answer questions about what was learned in new information*
May say, "On my KWL chart, I wrote that I learned that ..., but I am still wondering ..."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

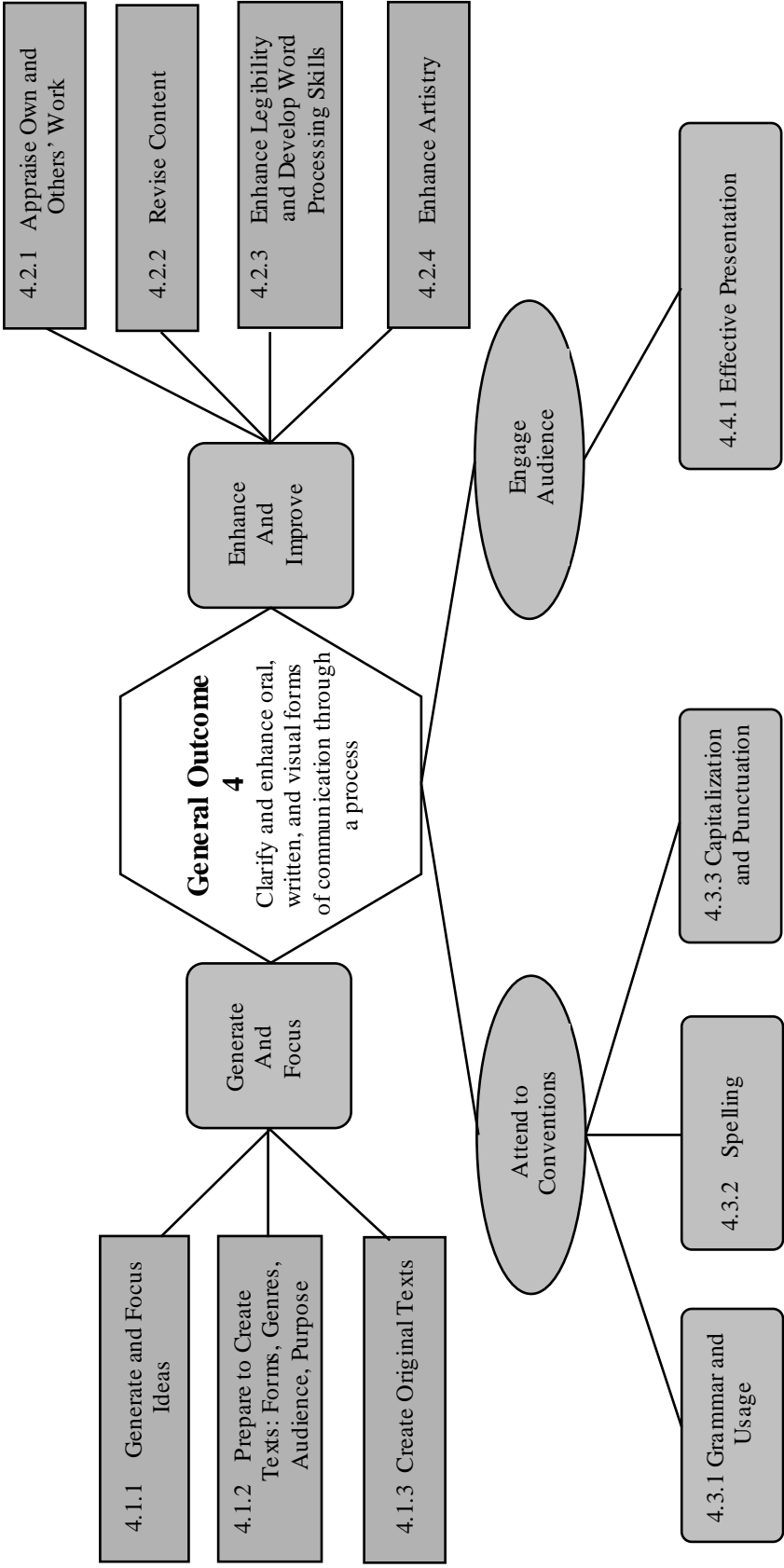
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 2

Generate and Focus

Generate and focus ideas on a topic, using a variety of strategies

Generate and Focus Ideas

General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, ...

Specific Outcome Links

see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)

*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.1.1 a. *Talks and writes about personal experiences and ideas on a particular topic in an oral, print, or other media text*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking.
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

May say: "I started my web with my ideas about airplanes. Then when I talked with the other kids at the learning centre, I added this part about what keeps the planes in the air. Now I need even more information."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 2

Generate and Focus	Prepare to Create Texts: Forms, Genres, Audience, Purpose
<p>Prepare to create by exploring the connections between choice of forms, identified audience and purpose</p> <p>*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.</p>	<p>General Example(s) See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.</p> <p>Specific Outcome Links •See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.1.2 a. *Sequences and / or categorizes pictures, information, and print to represent an idea or a story*

**organizational structures include: beginning-middle-end (sequence) and logical order*

**May use graphic organizers: visual displays of ideas and information*

conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, sentence frames, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

See 3.3.1 for list of graphic organizers

May say, "On our class Venn diagram of the two books we read about the Pigs and the Wolves, we could add that there were wolves in both stories, but in the outside circle we could show that the wolf in one story is bad and in one he is the good guy. It is almost the same for the pigs too!"

4.1.2 b. *Identifies an audience when creating texts (oral, print, and other media) with guidance*

May say, "My report is for our celebration of learning with our parents." "We're practicing to read this to the elders at our Christmas tea."

4.1.2 c. *Sets a purpose when creating texts (oral, print, and other media) with guidance*

May say, "We need to get information from the Elders."

4.1.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.1.2 e. *Begins to choose form, from a selection, to create an oral, print, or media text for an identified audience and purpose*

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

**keep in mind that audience and purpose determine form*

May say, "We wrote the directions, just like a recipe, that you have to follow if you want to build our boat. It is a model canoe and we learned how to do it by watching the video from museum. Ours only makes a model though, not a real big one."; "We made a report about all the different ways to get to 1000. We did a report like the one in the math book instead of like the ones the teacher showed us today."; "I am trying to make a string game to show how the raven in my story can disappear. I didn't want to do a dance or a painting, because I wanted to work with my grandmother."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 2

Generate and Focus

Create original texts (oral, print, and other media)

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.1.3 a. *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), scripts / dramas (plays, puppet plays, ...), tableaux, fables, legends, tall tales, traditional stories, ...

4.1.3 b. *Incorporates some elements of narrative texts when creating texts (oral, print, and other media)*

**elements of narrative texts typical in grade two include:*

- beginning-middle-end*
- characters*
- setting (time and place)*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 c. *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, picture dictionaries, thank you notes, invitations, notes, cards, postcards, letters (to family, to friends, characters, familiar adults, ...), book reports (retellings, sketches, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, schedules, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, ...

4.1.3 d. *Incorporates some elements of expository texts when creating texts (oral, print, and other media)*

**elements of expository texts typical in grade two include:*

- title*
- content (topic and related information)*
- logical organization (sequential, categorical)*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 e. *Creates original poetic texts (oral, print, and other media) applying familiar expository forms*

see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

pictures, visual representations, list poems, modeled patterns, modeled songs, chants, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, ...

4.1.3 f. *Incorporates some elements of poetic texts when creating texts (oral, print, and other media)*

**elements of poetic texts typical in grade two include:*

- description (senses)*
- repetition*
- rhythm*
- similes*
- onomatopoeia (sounds)*
- line breaks*
- white space*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 g. *Creates texts with a computer / computer program*

See Enhance Legibility and Improve Keyboarding Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 2

Enhance and Improve

Participate in focussed conversations about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose.** The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems - Pragmatic (2.1.7), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.2.1 a. *Suggests revisions to own and others' draft texts and representations*

*the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say, "On your poster, you could add some words to tell where the school dance will be." "My letter didn't ask any questions. I put some in so that my friend would have something to write back."

Techniques and Elements

May say: "Did you bring costumes for your dance, 'cause you could give the boys a bow and arrow to show that your dance is about a hunt." "My science project didn't have any pictures, just steps, so I added some pictures to make it easy to follow. Now, it is just like the other group's."

4.2.1 b. *Asks for feedback about own draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say, "Why do you think I should end my story like that?" "I don't know what to say to my pen pal: what did you say?" "What does a fire sound like and how do you write that?"

Techniques and Elements

May say: "Who can help me figure out another ending? Mine is just like in the book." "Who can help me figure out how to end the lines on my poem? Mine don't rhyme. Do they have to?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 2

Enhance and Improve

Clarify and extend ideas by adding some details and / or information

*writing process stages include: drafting, writing, revising, editing, and publishing

Revise Content

General Example(s)

conversations, partner talk, reread, read aloud, conference with teacher, ...

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.2.2 a. Clarifies and extends ideas by adding some details and / or information

**this learning outcome is evident through the revision processes identified in 4.2.2 b and 4.2.2c*

See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)

May say: "I wrote about how my sister laughed at me when I fell in the water yesterday and my mom made me ride home on the floor of the truck.... I was mad at her because she was laughing at me.... My mom told her to stop but she didn't."

4.2.2 b. Revises content using a personal revision process.

-by adding some details

-by adding some information

-by adjusting sequence or organization

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "In my report on baby polar bears, I added some pictures that I found in those books we got in the library. Now my report shows them swimming with their mothers and sleeping with them too." "Maybe I have to write, "The mother had a baby boy yesterday" instead of "She had a baby". "I meant to say, "... "Oh yeah, that doesn't make any sense, I meant ..." "Oops, I forgot the word ball in my sentence."

4.2.2 c. *Revises content using feedback from conferencing with others (with guidance)*

- by adding some detail
- by adding some information
- by adjusting sequence or organization

•See *Appraise Own and Others' Work (4.2.1)*, *Work in Groups (5.1.1)*, and *Use Language to Show Respect (5.1.2)*

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "Remember how you got mixed up in my story? Well, I added that it was a basketball by making lines on my picture and by putting that word in my poem. Now you can understand why it was bouncing all over the place."; "I used your idea to change my work. Thank you."

4.2.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.2 e. *Begins to revise sequence or organization of ideas and information*

See Text Features (2.1.3) and Prepare to Create Texts (4.1.2)

class discussion, play centers, work tasks, peer and teacher conferences, writing process, ...

"May say, "This is all mixed up. I need some help to make it make sense." "I don't know what happened next." "It all ended. So what's wrong with me just having "the end" there?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 2

Enhance and Improve

Print letters consistent in size and shape and begin to develop some proficiency with keyboarding and word processing

*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.2.3 a. *Demonstrates consistency in size and shape of letter (upper and lower) and number formations*

**Using lines on the page as a guide*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Uses word boundaries (spacing)*

4.2.3 c. *Uses the keyboard and a word processing program*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses letter and numbers keys*
 - uses with paint tools*
 - uses with drawing tools*
 - uses directional arrow keys*
 - uses the space bar*
 - prints texts*
 - uses the mouse to point, click, and drag*
 - open, enter text, save, close, and print files*
-

4.2.3 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

4.2.3 e. *Begins to use vocabulary associated with keyboarding and word processing*

**applicable where technology is available*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 2

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.2.4 a. *Experiments with descriptive and figurative language in personal representations to create desired image*

**Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say, "We changed our boat to a canoe because that's what his grandpa used when he went hunting." "My race car goes as fast as a lightning bolt."

4.2.4 b. *Uses new vocabulary in personal representations (related to personal interests or topics of study)*

May say, "The land by the river is eroded. At school we made a river in the sand box and poured water in it to see erosion. It's just like that."

4.2.4 c. *Experiments with a variety of simple sentence patterns, including declarative, interrogative, and exclamatory*

4.2.4 d. Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)

***In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In grade two developing an awareness of voice in text typically involves:

- communicates feeling with bold lines and colours*
- expresses voice in dictation*
- taking on characters in improvisations / puppet plays*
- using simple adjectives*
- using simple adverbs*
- using a variety of simple sentence patterns*
- using new vocabulary*
- using big letters or underlining to show strong feelings or emphasis*
- chooses and uses expressive words or phrases from previously experienced texts*
- **writing that is individual and expressive***
- **adding titles to text***
- **creating tone that reflects feelings / emotions***
- **using some strong verbs***
- **selecting more specific nouns***

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 2

Attend to Conventions

Use an editing process to enhance communication

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Self-Edit, Read it Aloud, Reread, Reread and Self-Correct, Read-with-teacher, ...

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.3.1 a. *Writes declarative and exclamatory and interrogative sentences*

**Daily use of language may not require complete sentences.*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.1 b. *Uses complete sentences when it is appropriate*

**Daily use of language may not require complete sentences.*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

conversations, writings, ...

4.3.1 c. Uses an editing process, with guidance

- to check for completeness of an idea within a sentence
- to combine short sentences (conjunctions include: *and, but, because*)
- to check for beginning, middle, and end of personal text

mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud), ...

May ask, "Does this sentence make sense?"; "I changed my sentence from 'I go bathroom' to 'I need to go to the bathroom.'"; "I used to have a whole bunch of short pieces, but I made them into a list and it says, 'I have a sister, brother, grandfather and an uncle.'" "I connected two sentences together: 'I went skating because I got new skates.'"; "I have to fix my letter because it doesn't really have an ending. Maybe I could write that I want my friend to write back soon. Is that a good idea?"

4.3.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.1 f. *Begins to discuss the function of the parts of speech in a sentence*

- *noun,*
- *verb,*
- *adjective,*
- *adverb, and*
- *conjunction*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

May say, "We made a list of action words."; "These are all words that could be used to describe the cat in our newspaper article."; "These are all names of places so they need capital letters."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 2

Attend to Conventions

Continue to use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling (for familiar words) for final drafts and published work.

Phonetic Stage: vowels appear -- not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.

*keep in mind Canadian spelling conventions

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

Spelling

Specific Outcome Links

•see Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5), and Grammar and Usage (4.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.3.2 a. *Continues to use a mixture of approximated and conventional spellings when writing*

**students represent most sounds with letters and often develop their own spelling patterns for particular sounds familiar and / or high frequency words*

4.3.2 b. *Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words*

**uses visual memory to attempt spelling of words*

patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', silent 'e', word within a word, add 's' to make a plural noun, ...

4.3.2 c. *Spells an increasing number of basic sight words and words of personal significance independently*

**uses visual memory to attempt spelling of words*

labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, personal name, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, ...

4.3.2 d. *Uses spelling references*

references may include: alphabet, number line, labels, familiar environmental print, word walls, pictionaries, dictionaries, personal dictionaries, informational texts, atlases, maps, spell-check function, ...

4.3.2 e. *Uses spelling strategies*

spelling strategies may include: Interactive Writing, references (alphabet, number line, labels, familiar environmental print, word walls, pictionaries, dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet), Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), ...

4.3.2 f. *Participates in an editing process to check spelling, with guidance*

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, use a dictionary, ...*

4.3.2 g. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.2 h. *Begins to use spell check on the computer*

**applicable where technology is available*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 2

Attend to Conventions

Use an editing process to check for end punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (Semantic 2.1.5, Syntactic 2.1.6)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.3.3 a. *Applies rules of capitalization in personal representations*

- *proper nouns (names, places)*
 - *pronoun "I"*
 - *the beginning of sentences*
 - *months of the year*
 - *days of the week*
 - *titles (books, stories, poems, films, magazines, television programs)*
-

4.3.3 b. *Applies rules for punctuation in personal representations*

- *periods at the end of simple sentences*
-

4.3.3 c. *Participates in an editing process to edit for end punctuation and capitalization, with guidance*

**the measurables of Capitalization and Punctuation are itemized in preceding learning outcomes*

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

**Editing strategies include: Self-Edit, Read-with-teacher, Peer-Edit, Read it Aloud, Reread,*

4.3.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.3 e. *Begins to apply rules for punctuation in personal representations*

- *question marks*
- *exclamation marks*

4.3.3 f. *Begins to edit for end punctuation and capitalization with computer*

**applicable where technology is available*

**the measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 2

Engage Audience

Experiment with techniques used to enhance presentations of texts (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

4.4.1 a. *Experiments with techniques used to enhance presentation of texts (oral, print, and media), with guidance*

- *illustrations,*
- *colour,*
- *sounds,*
- *words (approximated spelling) and / or captions,*
- *type size,*
- *volume, and*
- ***simple graphics: diagrams***

May say: " Because it was black and white, I was showing that my story happened long ago." "We want our audience to know that the play is ending by using soft music." "We added a graph to show our thinking in our math solution."

4.4.1 b. *Engages (attracts and sustains) the audience*

**form of presentation determines which audience engagement techniques are appropriate*

****required** in grade two:*

- *responds to audience questions*
- *speaks fluently (pacing, phrasing)*

to maintain from previous grades:

- *understands the purpose for the presentation*
- *speaks with a clear voice*
- *faces the audience*
- *makes eye contact (culturally appropriate)*
- *uses appropriate body language (posture and gestures)*
- *introduces self*
- *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)*
- *maintains topic*
- *uses complete sentences*
- *uses specific vocabulary (theme / content related)*



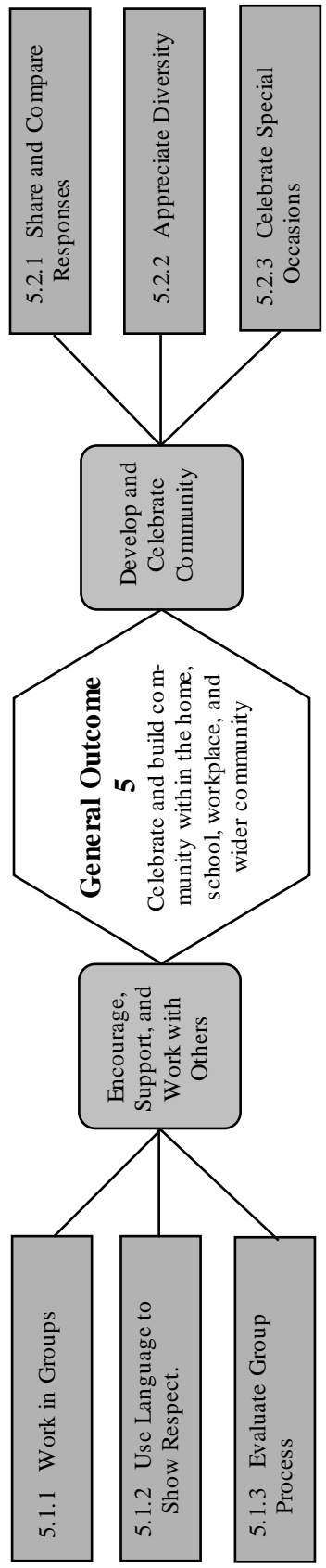
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 2

Encourage, Support and Work with Others

Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade two include:

- *responding to others' ideas*
- *asking and answering relevant questions*

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*

5.1.1 b. *Accepts responsibility for a task and corresponding role in small / whole group activities*

***roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 2

Encourage, Support and Work with Others

Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

5.1.2 a. *Speaks and listens / views respectfully*

***appropriate** in grade two:

- *asking relevant questions*

to maintain from previous grades:

- *staying in one place*
 - *keeping respectful silence*
 - *keeping hands to self*
 - *accepting different communicative patterns and languages*
 - *sitting in close proximity to the speaker/presentation*
 - *focusing on presentation or speaker*
 - *using courteous, respectful language (word choice, tone)*
 - *asking questions or participating in discussion / activity*
 - *attentive facial expression and body language*
 - *showing interest*
-

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary, code switching, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, ...

peers, staff, family, guests, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 2

Encourage, Support and Work with Others

Acknowledge achievements of others

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

5.1.3 a. *Participates in the development of the criteria to evaluate group processes*

May say, "Why don't we make sure that everyone's job is done. That could be on our checklist." "It was easier when we started with a plan and jobs. So, we need to have a part about making a plan and then something about following it."

5.1.3 b. *Assesses the effectiveness of the group process using the set criteria*

May say, "I was doing well with the research, but needed some help with the writing and editing of the report. I asked one of my partners because she is good at that and now we are doing that part together. So, our group is working. We could write that in our journals." "We giggled a lot and had a hard time staying on task. We better check that as something to work on on the checklist."

5.1.3 c. *Reflects on personal behaviours and / or learning style*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, happy / sad face reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say, "I know it is easier for me when I sit alone to read this part and then I will need to talk to my partner to do the next part." "I need to see a picture to help me figure out this math problem." "It was interesting that ..." "It was helpful when ..." "What will I do differently this time?" "Why am I doing this?" "What's important about this?" "What do I need to learn from this?" "I need to think about this again." ...

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "In my journal I wrote about how I am a good at finding spelling mistakes; so I feel good about doing that part for our group. I find it hard to listen to others' ideas about the writing though. I have to work on that."

5.1.3 e. *Offers constructive feedback to a peer about group processes*

May say, "I like the way you took turns today so everyone had a chance to share ideas."

5.1.3 f. ***** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

5.1.3 g. *Begins to apply peer feedback about personal role in group processes*

May say, "My partner said that I need to stay on task this time. So, my goal is to stay close to him and to pay close attention to what we are doing."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 2

Develop and Celebrate Community

Tell, draw, and write about self, family, and community

Share and Compare Responses

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

5.2.1 a. *Represents self, family, and communities*

communities: family, groups, classroom, organizations, town, clubs, ...

representations: conversations, books, journals, stories, computer, cartoons, dramatizations, centers, puppets, circles, portraits, collages, paintings, carvings, sculptures, writings, ...

5.2.1 b. *Describes differences and similarities between self, peers, and families*

hair colour, family sizes, family structures, family routines, family celebrations, ...

circle talks, conversations, pictographs, illustrations, presentations, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 2

Develop and Celebrate Community

Explore personal understanding of self and others

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "I am excited when we make feasts for the Elders. They come and have fun at school with us. Then they tell stories. I always listen to them."

5.2.2 c. *Uses questions and conversations to explore personal understanding of self and others*

"It must hurt when people are scared to sit by you because you are different. In the book, Come Sit by Me, the kids learn to be nice. Maybe we should invite that new boy, who is always alone, to come and play with us."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 2

Develop and Celebrate Community

Plan and contribute to celebrations in the classroom community

**Be sensitive to cultural differences in celebrating cultural occasions and achievements

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student...

- 5.2.3 a.** *Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)*
student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, ...
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- 5.2.3 b.** *Helps to plan classroom celebrations*
May say, "I could bring some dried meat for our family day." "Maybe we could show our ..."
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- 5.2.3 c.** *Contributes to individual and class representations for an identified community / audience*
ideas, expertise, experiences, skills, feelings, opinions, ...
conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...
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- 5.2.3 d.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
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- 5.2.3 e.** *Begins to offer personal and academic strengths to peers*
Recognizes own strengths and talents, and looks for ways to share them with others. May say "I can help you spell that word." "I can show you how to save your work on the computer."
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