



## Grade 2 - Big Ideas

Language and story can be a source of creativity and joy.

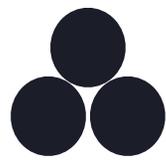
Stories and other texts help us learn about ourselves and our families.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.



# Grade 2 - Big Ideas Elaborations

## story/stories:

narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

## text/texts:

- *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - † oral texts include speeches, poems, plays, and oral stories
  - † written texts include novels, articles, and short stories
  - † visual texts include posters, photographs, and other images
  - † digital texts include electronic forms of all of the above
  - † oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

# Grade 2 - Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Comprehend and connect (reading, listening and viewing)

- ▶ Read fluently at grade level
  - reading with comprehension, phrasing, and attention to punctuation
- ▶ Use sources of information and prior knowledge to make meaning
  - personal stories and experiences
- ▶ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
  - examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, and showing respect for the contribution of others
- ▶ Recognize how different text structures reflect different purposes
  - examples include letters, recipes, maps, lists, and web pages
- ▶ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
  - being open-minded to differences; connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking meaningful questions; using active listening; and asking and answering what if, how and why questions in narrative and non-fiction text
- ▶ Demonstrate awareness of the role that story plays in personal, family, and community identity
- ▶ Use personal experience and knowledge to connect stories and other texts to make meaning
- ▶ Recognize the structure and elements of story
- ▶ Show awareness of how story in First Peoples' cultures connects people to family and community
  - Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:
    - › teaching (e.g., life lessons, community responsibilities, rites of passage)
    - › sharing creation stories
    - › recording personal, family, and community histories
    - › “mapping” the geography and resources of an area
    - › ensuring cultural continuity (e.g. knowledge of ancestors, language)
    - › healing
    - › entertainment

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Create and communicate (writing, speaking, representing)

- ▶ Exchange ideas and perspectives to build shared understanding
  - taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contribution of others
  
- ▶ Create stories and other texts to deepen awareness of self, family, and community
  
- ▶ Plan and create a variety of communication forms for different purposes and audiences
  - examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, and dramatic forms used to communicate ideas and information
  
- ▶ Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
  
- ▶ Explore oral storytelling processes
  - creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

Students are expected to know the following:

## ◆ Story/text

- elements of story
  - ✦ character, plot, setting, structure (beginning, middle, end), and dialogue
- literary elements and devices
  - ✦ language, poetic language, figurative language, sound play, images, colour, symbols
- text features
  - ✦ how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)
- vocabulary associated with texts
  - ✦ book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams

## ◆ Strategies and processes:

- reading strategies
  - ✦ using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual
- oral language strategies
  - ✦ asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience
- metacognitive strategies
  - ✦ talking and thinking about learning (e.g. through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- writing processes
  - ✦ may include revising, editing, considering audience

Students are expected to know the following:

## ◆ Language features, structures, and conventions:

- features of oral language

- ◆ including tone, volume, inflection, pace, gestures

- word patterns, word families

- letter formation

- ◆ legible printing with spacing between words

- sentence structure

- ◆ the structure of compound sentences

- conventions

- ◆ common practices in punctuation (e.g., the use of a period or question mark at the end of sentence) and in capitalization (e.g. capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun *I*)