# Grade 2 Language Arts

# Curricular Competencies

| | | | Comprehend & Connect | | | | | | | | | | Create & Communicate | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Big Ideas** | | *Language and stories can be a source of creativity and joy.<br><br>*Stories help us learn about ourselves, our families, and our communities.<br><br>*Everyone can be a reader and a writer.<br><br>*Listening and speaking helps us to explore, share, and develop our ideas.<br><br>*Using language in creative and playful ways helps us understand how language works.<br><br>*Readers use strategies to make sense of what they read, hear, and view. | Use play and other creative means to discover foundational concepts of print, oral, and visual texts | Begin to use sources of information and prior knowledge to make meaning | Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts | Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community | Use personal experience and knowledge to connect to text and make meaning | Recognize the importance of story in personal, family, and community identity | Recognize the structure and elements of story | Recognize how different text structures reflect different purposes. | Show awareness of how story in First Peoples' cultures connects people to family and community | Exchange ideas and perspectives to build shared understanding | Create stories and other age-appropriate texts to deepen awareness of self, family, and community | Plan and create a variety of communication forms for different purposes and audiences | Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation |
| **Content** | **Story/Text** | Elements of Story | | | | | | | | | | | | | |
| | | Literary Elements and Devices | | | | | | | | | | | | | |
| | | Text features | | | | | | | | | | | | | |
| | | Vocabulary to Talk about Texts | | | | | | | | | | | | | |
| | **Strategies and Processes:** | Reading Strategies | | | | | | | | | | | | | |
| | | Oral Language Strategies | | | | | | | | | | | | | |
| | | Metacognitive Strategies | | | | | | | | | | | | | |
| | | Writing Processes | | | | | | | | | | | | | |
| | **Language Features, Structures, and Conventions:** | Features of oral language | | | | | | | | | | | | | |
| | | Word patterns, word families | | | | | | | | | | | | | |
| | | Concepts of print | | | | | | | | | | | | | |
| | | Letter-sound correspondence (phonemic and phonological awareness) | | | | | | | | | | | | | |
| | | Letter formation | | | | | | | | | | | | | |
| | | Sentence structure and grammar | | | | | | | | | | | | | |
| | | Conventions | | | | | | | | | | | | | |