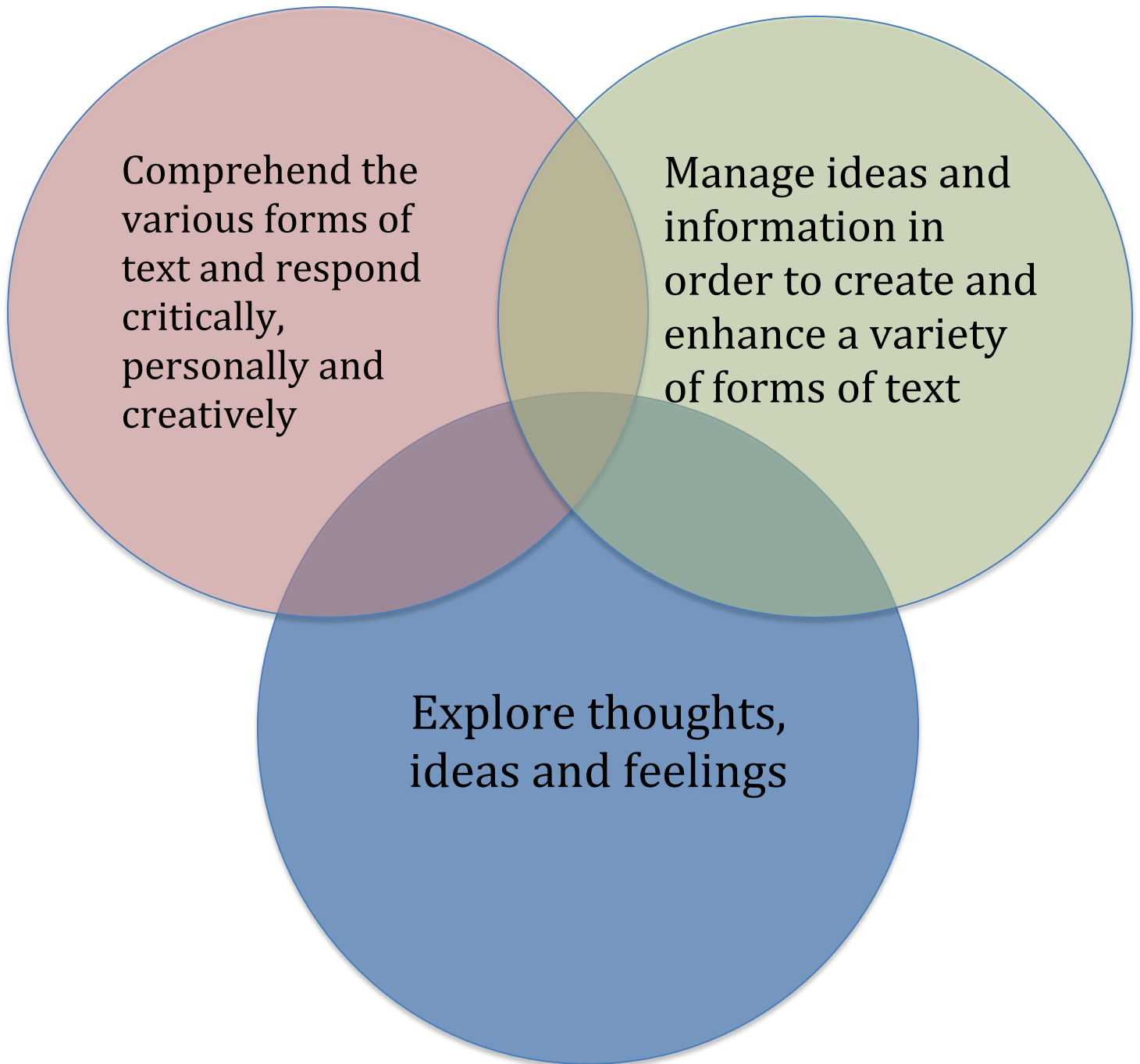


Grade 2



Students will communicate and / or collaborate to:

Comprehend the various forms of text and respond critically, personally, and creatively.
Manage ideas and information in order to create and enhance a variety of forms of text.
Explore thoughts, ideas, and feelings.
Items in turquoise were 'add ins' done as a result of discussion in the groups.

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1 - Gold	2 - Silver	3- Bronze
1.1 Discover and Explore		
Express ideas and develop understanding		
contribute relevant ideas and information from personal experiences to group language activities		
	talk about how new ideas and information have changed previous understanding	
	express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	
Experiment with language and forms		
use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information		
Express preferences		
		explain why particular oral, print or other media texts are personal favourites
Set goals		
		recognize and talk about developing abilities as readers, writers and illustrators
1.2 Clarify and Extend		
Consider the ideas of others		
connect own ideas and experiences with those shared by others		
Combine ideas		
	record ideas and information in ways that make sense	

Extend understanding		
	find more information about new ideas and topics	

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

1	2	3
2.1 Use Strategies and Cues		
Use prior knowledge		
use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning		
	connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning	
	use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning	
Use comprehension strategies		
use knowledge of oral language to predict words when reading stories and poems		
apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions		
identify the main idea or topic and supporting details of simple narrative and expository texts		
identify by sight an increasing number of high frequency words and familiar words from favourite books		
read aloud with fluency, accuracy and expression		
figure out, predict and monitor the meaning of unfamiliar		

words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge		
Use textual cues		
	preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning	
use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading		
Use phonics and structural analysis		
apply phonic rules and generalizations to read unfamiliar words in context		
apply knowledge of long and short vowel sounds to read unfamiliar words in context		
use knowledge of word parts, contractions and compound words to read unfamiliar words in context		
associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context		
Use references		
		put words in alphabetical order by first letter
	use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	
2.2 Respond to Texts		
Experience various texts		
		engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a

		variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
		identify favourite kinds of oral, print and other media texts
		model own oral, print and other media texts on familiar forms
		respond to mood established in a variety of oral, print and other media texts
Construct meaning from texts		
	connect situations portrayed in oral, print and other media texts to personal and classroom experiences	
retell the events portrayed in oral, print and other media texts in sequence		
	suggest alternative endings for oral, print and other media texts	
	discuss, represent or write about interesting or important aspects of oral, print and other media texts	
		express thoughts or feelings related to the events and characters in oral, print and other media texts
Appreciate the artistry of texts		
		identify and use words and sentences that have particular emotional effects
		identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights
2.3 Understand Forms, Elements and Techniques		
Understand forms and genres		
		recognize that ideas and information can be expressed in a variety of oral, print and other media texts
		identify and explain the use of various communication technologies

Understand techniques and elements		
identify main characters, places and events in a variety of oral, print and other media texts		
identify how pictures, illustrations and special fonts relate to and enhance print and other media texts		
Experiment with language		
		demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations
2.4 Create Original text		
Generate ideas		
use own and respond to others' ideas to create oral, print and other media texts		
Elaborate on the expression of ideas		
	add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts	
Structure texts		
create narratives that have beginnings, middles and ends; settings; and main characters that perform actions		
use traditional story beginnings, patterns and stock characters in own oral, print and other media texts		

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.		
1	2	3
3.1 Plan and Focus		
Focus attention		
	relate personal knowledge to ideas and information in oral, print and other media texts	
ask questions to determine the main idea of oral, print and other media texts		
Determine information needs		
ask questions to focus on particular aspects of topics for own investigations		

Plan to gather information		
		recall and follow directions for accessing and gathering ideas and information
3.2 Select and Process		
Use a variety of sources		
	find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community	
Access information		
	use text features, such as table of contents, key words, captions and hot links, to access information	
	use given categories and specific questions to find information in oral, print and other media texts	
		use the library organizational system to locate information
Evaluate sources		
	recognize when information answers the questions asked	
3.3 Organize , Record and Evaluate		
Organize information		
categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order		
produce oral, print and other media texts with introductions, middles and conclusions		
Record information		
	record key facts and ideas in own words; identify titles and authors of sources	
Evaluate information		
	examine gathered information to decide what information to share or omit	
3.4 Share and Review		
Share ideas and information		
	share, with familiar audiences, ideas and information on topics	
clarify information by responding to questions		
Review research process		

answer questions, such as “What did I do that worked well?” to reflect on research experiences		
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General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

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4.1 Enhance and Improve

Appraise own and other’s work

	identify features that make own or peers’ oral, print or other media texts interesting or appealing	
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Revise and edit

revise words and sentences to improve sequence or add missing information		
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check for capital letters, punctuation at the end of sentences and errors in spelling		
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Enhance legibility

print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately		
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use margins and spacing appropriately		
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	explore and use the keyboard to compose and revise text	
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Expand knowledge of language

develop categories of words associated with experiences and topics of interest		
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use knowledge of word patterns, word combinations and parts of words to learn new words		
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Enhance artistry

	choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts	
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4.2 Attend to Conventions

Attend to grammar usage

write complete sentences, using capital letters and periods		
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use connecting words to join related ideas in a sentence		
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identify nouns and verbs, and use in own writing		
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identify adjectives and adverbs that		
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add interest and detail to stories		
Attend to spelling		
use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing		
use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing		
use the conventional spelling of common words necessary for the efficient communication of ideas in writing		
Attend to capitalization and punctuation		
use capital letters for proper nouns and at the beginning of sentences in own writing		
use periods and question marks, appropriately, as end punctuation in own writing		
	use commas after greetings and closures in friendly letters and to separate words in a series in own writing	
identify commas and apostrophes when reading, and use them to assist comprehension		
4.3 Present and Share		
Present information		
present ideas and information by combining illustrations and written texts		
Enhance presentation		
		clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments
Use effective oral and visual communication		
	speaking in a clear voice, with appropriate volume, at an understandable pace and with expression	
Demonstrate attentive listening and viewing		
	ask relevant questions to clarify understanding and to have information explained presentations	
	show enjoyment and appreciation during listening and viewing activities	

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.		
1	2	3
5.1 Respect Others and Strengthen Community Present and Share		
Appreciate diversity		
		discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
		ask for and provide clarification and elaboration of stories and ideas
Relate texts to culture		
		discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities
Celebrate accomplishments and events		
		participate in shared language experiences to acknowledge and celebrate individual and class accomplishments
Use language to show respect		
adjust own language use according to the context, purpose and audience		
5.2 Work Within a Group		
Cooperate with others		
	work in a variety of partnerships and group structures	
	identify ways that class members can help each other	
Work in groups		
	contribute relevant information and questions to extend group understanding of topics and tasks	
	stay on topic during class and group discussions	
Evaluate group process		
	recognize own and others' contributions to group process	