

AIS Language Curriculum Overview Grade 2

Oral Language: *Speaking*

- speak with correct grammar
- use a variety of sentence patterns in speech to suit an intended purpose
- give precise directions and instructions
- recite poems containing more complex text while using clear diction, tempo, and volume

Oral Language: *Listening*

- ask thoughtful questions and respond to relevant questions with appropriate elaboration
- follow complex oral directions
- identify major ideas in age-appropriate spoken messages and formal presentations
- maintain a clear focus, use logical sequence, and use several details when recounting experiences or presenting information

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning.
- make predictions using picture clues, title, text and/or prior knowledge
- relate prior knowledge to make connections to text (text to text to media, text to self)
- form and represent mental images to aid and demonstrate understanding of text
- begin to make inferences about events, characters and ideas in text
- respond to questions designed to aid general comprehension
- begin to produce oral or written summaries of text selections discussing who, what, when, where, why and how to identify the main idea and supporting details of the text
- ask questions about text read aloud and read independently
- identify cause/effect relationships
- retell or act out story elements and sequence of events of a narrative text
- identify beginning, middle and end of a text, character, setting, problem and solution
- begin to describe character traits, development and relationships
- identify genres and purposes: poems, fairy tales, realistic fiction, fantasy, fables, folk tales and informational texts
- identify information from pictures, captions, diagrams, charts, graphs and table of contents
- locate facts from non-fiction materials (i.e. magazines, picture books and grade level informational books)
- begin to read and follow single step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Apply basic use of semantics, syntactics and graphophonic cues to gain meaning from a text. (Example semantic – Does

it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

- monitoring and Correction Strategies: Clarifying meaning by rereading, questioning and modifying predictions

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly and with expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- begins to practice silent reading
- accurately and fluently read 200-300 high frequency and/or irregularly spelled words in context
- use punctuation cues (eg. periods, commas, question marks) in text to develop fluency

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- consistently match one to one spoken to printed word
- use context clues, root words and known endings to determine meanings of unknown words
- begin to use context to determine the meanings of antonyms, synonyms, homonyms and multiple meaning words
- begin to identify the meanings of words using simple prefixes and suffixes – e.g. un/happy

Reading: *Phonics*

- apply knowledge of basic syllabification rules to decode words in text
- use consonant blends e.g. bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sp, spl, st, sm, sn, sw, tw
- consolidate and extend knowledge and use of consonant diphthongs. Eg. sh, th, wh, ch, tch. ng, nk, all, al, full, ful
- begin to identify and use vowel digraphs e.g. ee, ea, ai, ie, oa, ay, oi, ou, ow, aw, ew, oy
- use short and long vowel patterns. i.e. silent/ “magic” e
- use r-controlled vowel patterns e.g. ir, ar, or, ur
- use consonant sounds in beginning, medial and final positions
- identify and generate word families e.g. stair, chair, pair, etc.
- identify and use contractions
- build and understand compound words. e.g. car/port, play/ground
- begin to understand base words using prefixes and suffixes; prefixes: read-

preread

Writing: *Writing Process*

- edit and revise drafts for clarity and coherence

Writing: *Content and Organization*

- write clear, coherent sentences
- use descriptive words and a variety of verbs that add interest and meaning to writing
- write in a variety of genres (e.g., simple poetry and verse, information, narration, persuasion, humor)
- write a brief paragraph with main idea and supporting details

Writing: *Conventions*

- construct simple and compound sentences
- use Correct subject-verb agreement
- use regular and irregular verbs correctly
- use pronouns and personal pronouns correctly
- use adjectives correctly
- begins to use apostrophes appropriately in possessives and contractions
- use correct ending punctuation for statements and questions
- use correct capitalization

Writing: *Spelling*

- accurately spell high frequency and familiar words and begin to apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- leave the appropriate gap between words (about two letters)
- develop a legible, consistent writing style
- to form and use upper case letters correctly
- use correct formation of question marks, exclamation marks, commas, speech marks

Viewing and Presenting

- identify and interpret forms of media (e.g., newspaper, multimedia presentation, web page) and evaluate them for purpose, audience, and validity
- describe effects of language, sounds, and visual images in media

Research Skills

- locate information in a table of contents, glossary, and index
- plan and conduct interviews and analyze the results of the interviews

- use reference materials (e.g., dictionary, thesaurus, picture encyclopedia, maps)