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|  | **Grade 2 ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and story can be a source of creativity and joy.  Stories and other texts connect us to ourselves, our families, and our communities.  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. | | | | | | | | | | | | | | | | | | | |
| **Readers use strategies to make sense of what they read, hear, and view.** | | | | | | | **Writing** | | | | | **Using language in creative and playful ways helps us understand how language works.** | | | | **Listening and speaking helps us explore, share, and develop ideas..** | | | |
| **Content (Know)** | | | | | | | | | | | | | | | | | | | |
| elements of story | text features | vocabulary associated with texts | reading strategies | metacognitive strategies | writing processes | word patterns, word families | writing processes | word patterns, word families | letter formation | sentence structure | conventions | literary elements and devices | writing processes | features of oral language | letter formation | elements of story | oral language strategies | metacognitive strategies | features of oral language |
| *Inquiry Question/Theme* | | | | | | | *Inquiry Question/Theme* | | | | | *Inquiry Question/Theme* | | | | *Inquiry Question/Theme* | | | |
| Read fluently at grade level |  | | | | | | |  | | | | |  | | | |  | | | |
| Use sources of information and prior knowledge to make meaning |  | | | | | | |  | | | | |  | | | |  | | | |
| Use developmentally appropriate reading, listening, and viewing strategies to make meaning |  | | | | | | |  | | | | |  | | | |  | | | |
| Recognize how different text structures reflect different purposes. |  | | | | | | |  | | | | |  | | | |  | | | |
| Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community |  | | | | | | |  | | | | |  | | | |  | | | |
| Demonstrate awareness of the role that story plays in personal, family, and community identity |  | | | | | | |  | | | | |  | | | |  | | | |
|  | Use personal experience and knowledge to connect to 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 |  | | | | | | |  | | | | |  | | | |  | | | |
| Create and Communicate | Exchange ideas and perspectives to build shared understanding |  | | | | | | |  | | | | |  | | | |  | | | |
| 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 |  | | | | | | |  | | | | |  | | | |  | | | |
| Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation |  | | | | | | |  | | | | |  | | | |  | | | |
| Explore oral storytelling processes |  | | | | | | |  | | | | |  | | | |  | | | |