**Grammar Scope and Sequence grade 2**

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| **Language Cues and Conventions** | **Must Do** | **Suggested Outcome Connection** |
| **Pragmatic** | Teach how to Identify and state reasons for viewing, listening, and reading. Teach what and why something needs to be communicated. |  |
| **Textual** | Teach how to recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem). Teach what would be the best form (e.g., story, dramatization, letter) to use; present ideas in a logical sequence; develop ideas by adding details. |  |
| **Syntactical** | Teach how to recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks; use knowledge of sentence structure to determine meaning of a sentence; use punctuation to help understand what they read. Teach how to use and write complete sentences (in speech, 7.3; in writing, 7 words) with adequate detail; recognize the verb and the subject; use simple connecting words; use a variety of sentence types; use adjectives and adverbs for description; use negative correctly; use capitals at the start of sentences and with names, months, and places; use question mark and comma correctly |  |
| **Semantic/ Lexical/ Morphological** | Teach basic sight vocabulary (e.g., 250 basic words); use context clues; use knowledge of simple prefixes and suffixes and recognize the same words in different forms; use individual words to predict meaning of compound words; recognize word play. Use words explored in class; choose and use descriptive words to enhance communication; notice unusual or special use of words; substitute one word for another in a meaningful way; use predominately conventional spelling; spell common high-frequency words in daily writing; begin to use resources to confirm spelling; spell correctly their village, town, or city name, days of the week etc. |  |
| **Phonological/ Graphophonic** | Teach phonics to decode individual words; segment all sounds of a word into individual sounds; delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multisyllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels. Use phonics to spell more difficult words; words with more than one syllable; use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings. |  |
| **Other Cues and Conventions** | Teach how to Interpret and respond appropriately to non-verbal cues including facial expression and gestures; use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type); recognize and use discernable features such as labels, headings, sounds, colours. Use gestures, volume, and tone of voice to communicate ideas and needs; speak and read aloud in clear voice with appropriate volume, pace, and expression; print legibly and space letters, numbers, words, and sentences appropriately using an efficient pencil grip. |  |

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