**Comprehend and Respond**

Key Language Cues and Conventions for Grade 2
*When viewing, listening, or reading, Grade 2 students:*

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| **Pragmatic Cues –**Choosing what and how to communicate | * I can identify a purpose for viewing.
* I can identify a purpose for listening.
* I can identify a purpose for reading.
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| **Textual Cues -** The form or structure and elements of text | * I can recognize different text forms, including:
* poems
* stories
* recipe
* explanation
* play.
* I can recognize some of their structures and features, such as:
* paragraphs
* verses
* dialogue
* title
* author
* character
* problem.
 |
| **Syntactic Cues -** Sentence structure, combining words to form phrases, and both the classes & functions of words (e.g., verbs/subjects) | * I can identify different types of sentences, including
* Simple
* Compound
* Complex
* I can recognize different types of end punctuation.
* I can use quotation marks.
* I can use apostrophes.
* I can use punctuation (including period and comma) to help understanding.
* I can show that sentences have a subject and a verb.
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| **Semantic/Lexical/Morphological -** Words or vocabulary  | * I can recognize 250 basic sight words.
* I can use context to help me understand new words.
* I can use simple prefixes to help me understand new words.
* I can use suffixes (such as –ed, -ing, -es, -s, er, est).
* I can recognize root words and their suffixes.
* I can use individual words to predict the meaning of compound words.
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| **Phonological/Graphophonic -** Relationships between the symbols and sounds of a language (e.g. letter or sound relationships and patterns)  | * I can use phonics to sound out new words.
* I can count segments to make new words.
* I can explore blend phonemes at the beginning of new words (such as sk, ch, sh).
* I can recognize and use the alphabet.
* I can delete beginning and ending sounds and tell the remaining word (root word).
* I can use phonics to help understand multi-syllable words.
* I can use possessive.
* I can recognize double vowels and the sounds they make.
* I can recognize long vowel sounds.
* I can use contractions.
* I can use “y” as a vowel sound.
* I can recognize consonant clusters.
* I can recognize and read consonant digraphs.
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| **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.  | * I can interpret and respond to non-verbal cues such as facial expressions and gestures.
* I can recognize features of different texts such as:
* Pictures
* Graphics
* Diagrams
* Bold Type
* Labels
* Headings
* Sounds
* Colours
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**CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.**

c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.

**Compose and Create**

Key Language Cues and Conventions for Grade 2
*When speaking, writing, or using other forms of representing, Grade 2 students:*

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| --- | --- |
| **Pragmatic Cues –**Choosing what and how to communicate | * I can explore what and why something needs to be communicated.
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| **Textual Cues -** The form or structure and elements of text | * I can work with my teacher to explore different forms to share my ideas (e.g story, dramatization, letter).
* I can present my ideas in logical sequence.
* I can add details to my ideas.
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| **Syntactic Cues -** Sentence structure, combining words to form phrases, and both the classes & functions of words (e.g., verbs/subjects) | * I can use and write simple complete sentences with detail (in speech, 7.3; in writing, 7.0 words by June).
* I can recognize the verb and the subject in a sentence.
* I can use simple connecting words (and, so, but, then).
* I can use a variety of sentence types (statements, questions, exclamations).
* I can use both adjectives and adverbs to add description.
* I can use negative correctly.
* I can use capitals:
* at the start of sentences
* with names
* with months
* with places.
* I can use the question mark correctly.
* I can use the comma correctly.
 |
| **Semantic/Lexical/Morphological -** Words or vocabulary  | * I can choose and use words to add interest or to clarify.
* I can find and use special words like:
* alliteration
* onomatopoeia
* I can substitute words (e.g. building for house).
* I can use conventional Canadian spelling.
* I can begin to use resources like the word wall and my personal dictionary.
* I can correctly spell
* The name of my town
* days of the week
* months
* I can spell high-frequency words such as: stop, shop, drop., see, saw …
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| **Phonological/Graphophonic -** Relationships between the symbols and sounds of a language (e.g. letter or sound relationships and patterns)  | * I can use phonics to spell unfamiliar words (e.g. words ending in –ing, words with more than one syllable).
* I can use long and short vowel patterns.
* I can use –es to form plurals of some words.
* I can understand that the same sound may be represented by different spellings (e.g. find, phone).
 |
| **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.  | * I can communicate ideas and needs by:
* using simple gestures
* adjusting the volume of my voice
* adjusting the tone of my voice.
* I can speak and oral read:
* in a loud, clear voice
* using appropriate volume
* using good pace
* using good expression.
* I can print legibly.
* I can space letters, numbers, words and sentences appropriately.
* I can hold my pencil appropriately.
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**CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.**

c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when using other forms of representing.