**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. |
| **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. |
| **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. |
| **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. |
| **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 |

**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. |
| **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. |
| **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 … |
| **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. |

**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.