



## Long Range Grade 2 Language Plan

### Term 3

#### Reading

##### *Reasoning and Critical Thinking*

- Restate information in a short non-fiction text in their own words;
- Retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story
- Use a variety of reading strategies to understand a piece of writing
- Express their thoughts and feelings about ideas in a piece of writing;

##### *Understanding of Form and Style*

- Identify characteristics of different forms of written materials (e.g., poem, story, children's dictionary, recipe);

##### *Knowledge of Language Structures*

- Use their knowledge of sentence structure in oral and written language to determine the meaning of a sentence (e.g., the verb in a simple statement usually follows a noun; the subject and verb are inverted in interrogative sentences);
- Use their knowledge of word endings to recognize the same word in different forms (e.g., jumps, jumped, jumping);
- Understand that the same sounds may be represented by different spellings (e.g., finger, telephone);

##### *Vocabulary Building*

- Use phonics as an aid in learning new words;
- Substitute one word for another in a meaningful way (e.g., use house instead of home);

##### *Use of Conventions*

- Use punctuation to help them understand what they read (e.g., question mark, apostrophe);
- Use and interpret some conventions of formal texts (e.g., maps, pictures, graphics, simple diagrams, bold and italic type for headings).

## Writing

### *Grammar*

- Use a variety of sentence types (e.g., questions, statements, exclamations);
- Use adjectives appropriately for description
- Use the negative correctly (e.g., I will not do that/I cannot do that/He does not do that);

### *Punctuation*

- Use question marks appropriately;
- Use a comma correctly to separate items in a list, in dates, and in addresses;

### *Spelling*

- Correctly spell words identified by the teacher;
- Use *es* to form the plural of certain words (e.g., radishes);

### *Word Use and Vocabulary Building*

- Use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

### *Visual Presentation*

- Use words and pictures to create a message;
- Use titles to summarize content;

## Oral and Visual Communication

### *Use of Words and Oral Language Structures*

- Experiment with rhyme, rhythm, and word play to create humorous effects;
- Use linking words such as *because*, *if*, and *after* to organize ideas in speech;

### *Non-verbal Communication Skills*

- Use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking;

### *Group Skills*

- Participate in group discussions, demonstrating a sense of when to speak, when to listen and how much to say;
- Use speech appropriately for various purposes (e.g., to influence others in the group);

### *Media Communication Skills*

- Distinguish between a commercial and a program (e.g., on the radio or television) and between an advertisement and an article (e.g., in a magazine or newspaper);
- Create some simple media works (e.g., design an advertisement for a toy).