GRADE TWO ELA & L Curriculum

ORGANIZING IDEAS:

Text Form and Structures (T) Fluency (F) Comprehension (CP)
Writing (W) Conventions (CV)
Phonological Awareness (PA) Phonics (P) Vocabulary (V)
Oral Language (O)



Minor updates as of Aug 2026

Organizing Idea: Text Forms and Structures (T)

Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.

Guiding Question: How can the organization of ideas and information support the expression and understanding of messages?

LEARNING OUTCOME
2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

2T1.1.U1 UNDERSTANDING
Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.

KNOWLEDGE	SKILLS & PROCEDURES
2T1.1.K1 Creators share messages for different reasons (purposes), including entertainment, learning, and instructions. 2T1.1.K2 Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction). 2T1.1.K3 Messages can be shared digitally or non-digitally in a variety of forms, including • stories • letters • land 2T1.1.K4 Stories, both real and imaginary, can follow a structure, including • beginning • problem • solution • ending	2T1.1.SP1 Examine different reasons (purposes) for messages to be shared. 2T1.1.SP2 Explain why engaging with messages can be enjoyable. 2T1.1.SP3 Distinguish between messages that are imaginary (fiction) or real (non-fiction). 2T1.1.SP4 Compare and contrast forms used to organize messages. 2T1.1.SP5 Examine the structure of a variety of imaginary or real stories.

2T1.2.U1 UNDERSTANDING
Messages can be organized, clarified, and enhanced using features.

KNOWLEDGE	SKILLS & PROCEDURES
2T1.2.K1 Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	2T1.2.SP1 Examine a variety of features that enhance the meaning of messages. 2T1.2.SP2 Include a variety of features to help organize, clarify, and enhance personal messages.

2T1.3 UNDERSTANDING
Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.

KNOWLEDGE	SKILLS & PROCEDURES
Imaginary (fictional) stories include folk tales and legends. A folk tale is a story typically passed on through word of mouth. A legend is a story about a famous historical event or person that may or may not be true. A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage. Stories have ~~structures~~ (elements), including ● characters ● setting ● events ● plot The plot is the sequence of events that make up a story. A narrator can provide information about characters, setting, and events in a story.	Identify story elements within a variety of imaginary stories. Identify the hero or heroine in a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include characters, setting, and plot. Examine the narrator's contribution to a story or message.
2T1.4 UNDERSTANDING Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).	
KNOWLEDGE Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including ● factual stories or images ● interactions with people and land ● information in other content areas Informational texts have structures, including ● main idea ● supporting details ● sequencing ● question and answer	**SKILLS & PROCEDURES** Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.
2T1.5 UNDERSTANDING Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.	
KNOWLEDGE Poetry includes words or phrases used in imaginative ways to create meaning or effects. Poetic structures include rhyming couplets. An acrostic poem is a poem in which letters in each line spell out a word or phrase. A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.	**SKILLS & PROCEDURES** Identify words or phrases used in imaginative ways that support messages in poetry and song. Recognize how poetry and song can expand how we think and feel about what can be experienced. Examine poetic structures, including acrostic poems and rhyming couplets.

Organizing Idea: Oral Language (O)

Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.

Guiding Question: How can listening and speaking be developed to improve oral communication?

LEARNING OUTCOME

2O1 Students examine and adjust listening and speaking to communicate effectively.

2O1.1 UNDERSTANDING

Oral traditions use language to support ways of knowing.

KNOWLEDGE	SKILLS & PROCEDURES
Ways of knowing are the many ways people come to know about themselves and the world. Communities can have specific protocols related to how, when, or with whom oral traditions are shared. Protocols are practices of appropriate and respectful behaviour that are unique to groups of people. Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve ● everyone having an opportunity to speak ● respectfully listening when others are speaking	Explore how oral traditions are shared. Participate in a sharing circle. Identify community or cultural protocols that may influence respectful communication.

2O1.2 UNDERSTANDING

Listening and speaking skills can be developed to improve communication and enhance confidence.

KNOWLEDGE	SKILLS & PROCEDURES
Listening and speaking skills can build confidence and be developed through ● discussions ● formal and informal presentations ● collaborative activities Volume can be adjusted for purpose and audience. Clarity of speech (enunciation) enhances the ability to be understood. Vocal emphasis can highlight the importance of words (stress).	Contribute to a variety of listening and speaking activities to build confidence in oral language skills. Enhance clarity of oral communication through word emphasis and enunciation. Listen for changes in vocal emphasis in oral communications. Share a short poem from memory with appropriate volume, emphasis, and enunciation.

2O1.3 UNDERSTANDING

Listening helps to develop and maintain positive relationships in a variety of situations.

KNOWLEDGE	SKILLS & PROCEDURES
Listening involves ● maintaining focus ● asking and responding to questions ● using appropriate body postures and gestures ● paying attention to the words, feelings, and behaviours of others	Contribute to discussions as a listener and speaker. Listen to and follow three-step instructions.

2O1.4 UNDERSTANDING

Verbal and non-verbal language can be combined to enhance messages.

KNOWLEDGE	SKILLS & PROCEDURES
Different situations may have different expectations for language use. Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.	Examine messages that combine both verbal and non-verbal language. Enhance messages by combining verbal and non-verbal language. Adjust verbal or non-verbal language according to purpose and audience.

Organizing Idea: Vocabulary (V)

Communication and comprehension are improved by understanding word meaning and structures.

Guiding Question: In what ways can understanding words and word structures support communication?

LEARNING OUTCOME

2V1 Students expand vocabulary by connecting morphemes and words to their meanings.

2V1.1 UNDERSTANDING

Vocabulary development contributes to the ability to communicate effectively.

KNOWLEDGE	SKILLS & PROCEDURES
Vocabulary development includes learning (tier 2) words that are ● unknown to most learners ● critical for comprehending new texts ● useful and may be encountered in the future Vocabulary development includes academic words (tier 3 words) from a variety of texts. Words can create effects in language, including ● alliteration ● onomatopoeia ● repetition Words can mimic the sound of an object or action (onomatopoeia) (e.g., sizzle). Words or phrases can appear over and over again (repetition) (e.g., extra, extra). Homophones are words that have the same sound but different spellings and meanings. Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.	Examine meanings of words in a variety of situations. Identify and discuss words of personal interest in texts. Use tier 2 words in a variety of literacy situations. Examine meanings of words from subject content areas (tier 3 words). Apply a variety of synonyms to enhance expression. Apply a variety of antonyms to contrast ideas. Examine homophones and homographs. Transfer understandings of words to different situations. Record new words and their meanings in a variety of ways. Examine alliteration, onomatopoeia, and repetition in spoken language.

2V1.2 UNDERSTANDING

Morphemes can change the meaning of a word.

KNOWLEDGE	SKILLS & PROCEDURES
Adding the suffix <ing> or <ed> to the ending of a base changes the tense. Adding <er> or <est> to the ending of a base indicates a comparison. A base is the main morpheme in a word. Words that share a base share connections in meaning and spelling.	Manipulate suffixes to change the tense of words. Manipulate suffixes to make words singular or plural. Manipulate suffixes when making comparisons between ideas. Examine changes in meaning when suffixes are added to or removed from bases. Use compound words to extend vocabulary.

Organizing Idea: Phonological Awareness (PA)

Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.

Guiding Question: How does sound contribute to understanding oral language?

LEARNING OUTCOME

2PA1 Students apply understandings of how sounds create meaning in oral language.

2PA1.1 UNDERSTANDING

Words can be separated (segmented) into syllables or sounds (phonemes).

KNOWLEDGE	SKILLS & PROCEDURES
Consonant blends can be separated into their individual sounds. Consonant blends can be located anywhere in words.	Segment sounds in words that have five or more phonemes. Identify phonemes in words that have three or more syllables. Segment sounds in words that have consonant blends.

2PA1.2 UNDERSTANDING

Syllables and individual sounds can be blended into a sequence to form words.

KNOWLEDGE	SKILLS & PROCEDURES
Blending is combining sounds or word parts located anywhere in words. Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly. Individual sounds and consonant blends can be blended into a sequence to form words.	Blend sounds in words that have up to six phonemes. Blend sounds in words that have consonant blends.

2PA1.3 UNDERSTANDING

Words can be changed by manipulating sounds (phonemes)

KNOWLEDGE	SKILLS & PROCEDURES
Sounds can be manipulated by adding, deleting, or substituting different sounds. Sounds can be manipulated at the beginning, middle, or ending of words.	Manipulate phonemes in a variety of one-syllable or multisyllabic words. Delete phonemes in a consonant blend to form a new word. Substitute phonemes in a consonant blend to form a new word. Substitute a sound anywhere in a word to form a new word.

Organizing Idea: Phonics (P)

Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.

Guiding Question: How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?

LEARNING OUTCOME

2P1 Students apply understandings of letter combinations and sounds in words.

2P1.1 UNDERSTANDING

Relationships between letter combinations and sounds support understanding of words.

KNOWLEDGE	SKILLS & PROCEDURES
Letter combinations and sounds for reading include • vowels • blends • digraphs • diphthongs Blends combine sounds or word parts. A combination of two letters can make a single sound (digraph). Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong). Letters in words can be silent. Some letters have variable pronunciations. A vowel that is followed by <r> can make a new sound (e.g., ti-ger).	Make connections between a full range of letter combinations and sounds. Apply knowledge of silent letters when learning new words. Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words. Recognize and use letter combinations that represent long vowel sounds. Recognize how the letter <r> can influence the vowel sound. Read words that include the 120 most frequent letter-sound correspondences.

Organizing Idea: Fluency (F)

Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.

Guiding Question: In what ways does fluency support the development of reading?

LEARNING OUTCOME
2F1 Students apply fluency strategies while reading.

2F1.1 UNDERSTANDING
Fluency development contributes to the ability to understand messages.

KNOWLEDGE	SKILLS & PROCEDURES
Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include • vowels • blends • digraphs • diphthongs • syllables	Blend sounds quickly and accurately to decode unfamiliar words and messages. Apply language structure, meaning, and rapid word recognition to support fluency. Read at a steady, comfortable pace.

2F1.2 UNDERSTANDING
Recognizing high-frequency words supports reading comprehension.

KNOWLEDGE	SKILLS & PROCEDURES
High-frequency words include words that occur often in written language. The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.	Read 175 new high-frequency words automatically. Read high-frequency words in sentences and texts.

2F1.3 UNDERSTANDING
Fluent reading can engage audiences and improve comprehension

KNOWLEDGE	SKILLS & PROCEDURES
Reading fluency is supported by • pace • phrasing • expression • punctuation Pace is the rate at which written messages are read. Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation. Expression is reading with feeling in the voice and includes various movements of the voice (pitch). Punctuation supports reading with fluency through pausing and intonation. Quotation marks signal to the reader to align voice with characters in a written message.	Read with appropriate stress on words, pausing, and phrasing. Read with appropriate intonation and expression. Examine punctuation in written messages to enhance fluency. Read dialogue with phrasing and expression to engage an audience and reflect understanding.

Organizing Idea: Comprehension (CP)

Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.

Guiding Question: How does comprehension facilitate the meaning of a text?

LEARNING OUTCOME

2CP1 Students examine and apply a variety of processes to comprehend texts.

2CP1.1 UNDERSTANDING
Text comprehension can be enhanced by listening to a variety of texts read aloud.

KNOWLEDGE	SKILLS & PROCEDURES
Texts that are listened to can contain more complex language and information than texts read independently. Responses to texts that are listened to include • discussions • visual representations • writing	Listen and respond to a variety of fictional and informational texts that are read aloud. Examine and use words and phrases from texts that have been read aloud.

2CP1.2 UNDERSTANDING
Print texts can be understood independently.

KNOWLEDGE	SKILLS & PROCEDURES
Understanding of print texts read independently involves • discussions • visual representations • writing	Read texts that contain mostly predictable words and decodable words independently. Examine and use words and sentences from print texts that have been read independently. Interpret ideas and information from print texts read independently.

2CP1.3 UNDERSTANDING
Comprehension of print texts involves self-monitoring and self-correcting.

KNOWLEDGE	SKILLS & PROCEDURES
Word solving includes • chunking • stretching • manipulating sounds • searching for additional information Self-correcting includes • altering speed • rereading • reading on • seeking clarification	Solve unfamiliar or multisyllabic words in a variety of ways. Self-correct when meaning is unclear while reading.

2CP1.4 UNDERSTANDING
Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.

KNOWLEDGE	SKILLS & PROCEDURES
The topic of a text can be the main idea. The sequence of key ideas and details is important when summarizing texts.	Summarize a text, including the main idea and key ideas. Sequence four or more events from a text. Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.

2CP1.5 UNDERSTANDING The process of text comprehension can be improved by making connections.	
KNOWLEDGE Connections can be made to ideas and information in texts, including to ● similarities and differences within a text ● similarities and differences between texts	**SKILLS & PROCEDURES** Share personal connections that support understandings of ideas or information in texts. Identify similarities and differences within a text. Identify similarities and differences between texts.
2CP1.6 UNDERSTANDING Comprehension can be enhanced by formulating questions and searching for answers within texts.	
KNOWLEDGE Questioning includes asking or answering questions regarding ● Who? ● What? ● Where? ● When? ● Why? ● How? Answers to questions may not be immediately apparent and may involve searching for more information. Answers to questions may involve integrating new information with background knowledge.	**SKILLS & PROCEDURES** Ask questions to clarify information in texts. Answer questions requiring literal recall and understanding of evidence, details, or facts from texts. Answer questions that require making interpretations or giving opinions about information in texts. Answer questions that require recognizing cause and effect relationships in texts.
2CP1.7 UNDERSTANDING Comprehension can be supported by making and revising predictions.	
KNOWLEDGE Predicting includes imagining an outcome based on a combination of information, including ● title ● pictures ● evidence ● background knowledge	**SKILLS & PROCEDURES** Make predictions prior to and while reading, viewing, or listening to a text. Revise understandings in response to new information. Compare actual outcomes to predictions made.

Organizing Idea: Writing (W)

Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.

Guiding Question: How can writing processes and techniques improve expression?

LEARNING OUTCOME

2W1 Students create and enhance ideas and information by applying a variety of writing processes.

2W1.1 UNDERSTANDING

Writing can provide opportunities to share thoughts and ideas in meaningful ways.

KNOWLEDGE	SKILLS & PROCEDURES
Writing processes used to organize ideas and information include • planning • writing • editing • Sharing Run-on sentences are sentences that string too many ideas together with connecting words. Sentences can be organized in a logical sequence to create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	Create written messages that align with an intended audience or purpose. Create written messages in a variety of forms to represent ideas or information. Generate ideas that can be expressed through messages. Focus and limit the number of ideas in sentences. Organize sentences in a logical sequence to create written messages. Edit written work for spelling, grammar, and punctuation. Incorporate images or features to enhance written messages. Share written messages with others.

2W1.2 UNDERSTANDING

Creative thinking can influence expression of thoughts and emotions.

KNOWLEDGE	SKILLS & PROCEDURES
Creative thinking includes • using imagination • combining materials or ideas in different ways • making adaptations based on feedback Writing can support creative expression of ideas through organization and word choice. Creative ideas for expression can be inspired by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).	Collect ideas that are inspired by a variety of experiences. Apply creative thinking to create or adapt representations of messages. Express ideas and information through a variety of written forms. Include adjectives and adverbs to add interest and detail to writing. Include sensory language to enhance ideas in creative writing. Use punctuation to enhance written messages.

2W1.3 UNDERSTANDING

Research processes can be used to learn new things or build on what is already known.

KNOWLEDGE	SKILLS & PROCEDURES
Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	Ask questions to focus research topics. Gather factual information on topics from various sources. Use organizational tools to record or categorize information. Record factual information through messages that include images, words, and sentences.

2W1.4 UNDERSTANDING
The method or tool used to present written works can enhance the clarity of a message.

KNOWLEDGE	SKILLS & PROCEDURES
Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	Print with appropriate size, formation, and spacing to enhance the clarity of a message. Locate a variety of keys on a keyboard to type messages.

Organizing Idea: Conventions (CV)

Students demonstrate how attention to skills and strategies can support the clarity of written expression.

Guiding Question: How do conventions foster the development of effective communication?

LEARNING OUTCOME

2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

2CV1.1 UNDERSTANDING
Capitalization and punctuation can make messages more clear.

KNOWLEDGE	SKILLS & PROCEDURES
Capitalization is used for titles. A proper noun names a specific person or place and begins with a capital letter. Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	Capitalize the first word of a sentence. Capitalize names of people and places. Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.

2CV1.2 UNDERSTANDING
Language has structures (grammar) that can help express ideas, thoughts, and emotions.

KNOWLEDGE	SKILLS & PROCEDURES
A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). A pronoun can be used in place of a noun. An adjective is a word that describes a noun. An adverb is a word that describes a verb. The subject of a sentence is the person, place, thing or animal that is doing or being something. The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement). Some words can be used with other words to show time or place (prepositions), such as under, with, before, and after.	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences. Recognize and use prepositions in sentences to show time and place.

2CV1.3 UNDERSTANDING
Spelling can be supported by recognizing patterns that occur within and across words.

KNOWLEDGE Spelling patterns include ● consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) ● vowel-consonant-consonant (VCC) (e.g., ill) ● vowel-vowel-consonant (VVC) (e.g., eel) ● dropping the <e> and adding <ing> ● doubling the letter before adding <ing> or <ed> Spelling patterns in one-syllable words include short and long vowel sounds. Some consonants are silent in some words (e.g., talk).	**SKILLS & PROCEDURES** Identify spelling patterns within and across words. Apply spelling patterns to spell unfamiliar words. Identify silent consonants in words. Spell 300 high-frequency words. Identify words that are not spelled in predictable ways.
2CV1.4 UNDERSTANDING Spelling strategies and supports can be used to help communicate messages.	
KNOWLEDGE Knowledge of words and word parts can be applied to the spelling of new words. Spelling can involve trial and error. Digital or non-digital supports can be used to help spell words correctly, including ● personal word lists ● dictionaries ● environmental print ● peers, teachers, or parents/guardians	**SKILLS & PROCEDURES** Include a vowel in every word and syllable. Say words slowly to identify sounds when spelling words. Use visualization to help spell words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Use a variety of supports to spell and check the spelling of words.