

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 2

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 2, learners continue to develop their listening, interacting and speaking skills to share, expand, and reflect on ideas for a range of purposes and audiences. They deepen their understanding of how language works, applying growing knowledge of grammar, vocabulary, and word structure as readers, writers, and thinkers.

Grade 2 learners actively build background knowledge by exploring a wider variety of topics and multimodal sources of information, including books, visuals, oral stories and digital media. They use strategies to make meaning from texts and consolidate new understandings, while beginning to identify a different viewpoint, author's voice, and simple forms of bias.

As text creators, Grade 2 learners ask questions, conduct simple research, and explore topics of personal and academic interest. They are learning to plan, draft, revise and edit with support to publish or present their text with support to engage their intended audience. Their work reflects a growing awareness of how design, word choice, and structure support effective communication for different audiences.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.

- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.

- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.

- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.2.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.2.A1.1 Listen to and build on the ideas and opinions of others by expressing and expanding own ideas.

ELA.2.A1.2 Use non-verbal cues (e.g., body position to the speaker, focus on speaker and appropriate facial expressions) to demonstrate listening to others during partner, small or large group activities.

Interacting

ELA.2.A1.3 Experiment with language to initiate and maintain extended conversations/discussions with others and ask for clarification when unsure of what was heard.

ELA.2.A1.4 Ask specific questions to expand personal knowledge and respond to questions to clarify/extend understandings.

Speaking (Expressive)

ELA.2.A1.5 Use complex sentences with attention to new vocabulary and grammar to expand and communicate thoughts and ideas.

ELA.2.A1.6 Contribute their voice in different contexts (e.g., conveying a sense of, “I have something to say that matters to the topic, question or issue.”).

GENERAL LEARNING OUTCOME

ELA.2.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.2.A2.1 Consolidate knowledge of phonemes; identify and manipulate medial vowel sounds; blend and segment sounds in more complex words (e.g., /s/t/r/o/ng/); add, delete or substitute sounds to create new words (e.g., change pin to chin); demonstrate knowledge of syllables in increasing complex words.

Alphabetic Knowledge

ELA.2.A2.2 Use upper and lowercase letters appropriately in writing words, using appropriate formation, size, orientation, placement and spacing.

Phonics

ELA.2.A2.3 Consolidate knowledge of letters and sounds to recognize, decode/encode (spell) mono- and multi-syllabic words in isolation and in various texts with increasing accuracy and automaticity (e.g., standing, pumpkin).

Word Study (Morphology)

ELA.2.A2.4 Understand and use small, meaningful parts of a word (morphemes) in reading and writing to determine word meaning and spelling accuracy (e.g., prefix: pre-, dis-, suffix: -less, -est, -ful).

Vocabulary

ELA.2.A2.5 Understand and use a range of vocabulary, including some academic specific language in reading and writing across subject areas.

Reading Fluency

ELA.2.A2.6 Recognize high frequency words quickly and accurately; notice and use punctuation to demonstrate appropriate phrasing, pausing, intonation, and rate to support comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.2.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.2.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and diverse experiences to understand new topics.

ELA.2.B1.2 Formulate basic questions about personal interests to guide group investigations.

Engage with a variety of texts (read, view, listen)

ELA.2.B1.3 Select a variety of multimodal texts based on interests, curiosities, and learning new information to build background knowledge.

Review Information

ELA.2.B1.4 Examine gathered information to decide what information to share or omit.

GENERAL LEARNING OUTCOME

ELA.2.B2. Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.2.B2.1 Recognize ideas or information can be represented using different forms/genres and structures of oral, literary and informational text (e.g., autobiography, “All about Me” - oral storytelling-linear from birth to present day).

ELA.2.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.

Make Predictions

ELA.2.B2.3 Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.

Make Connections

ELA.2.B2.4 Make connections to texts by drawing on personal experiences, knowledge of topics and the world to construct meaning.

Monitor Understanding - Check and Adjust

ELA.2.B2.5 Use strategies (e.g., visualizing, rereading/relistening, reading on, and asking questions) to confirm understanding.

Monitor Understanding – Summarize

ELA.2.B2.6 Recall information from texts and select important information to demonstrate new understanding.

Consolidate New Knowledge

ELA.2.B2.7 Acquire, understand, and use topic and subject specific vocabulary to communicate new understandings.

GENERAL LEARNING OUTCOME**ELA.2.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.2.B3.1 Recognize when they see themselves and others represented in texts and when they do not.

Recognize Facts, Bias and Viewpoints

ELA.2.B3.2 Recognize and decide whether ideas, sources, and/or characters should or should not be trusted, with guidance.

ELA.2.B3.3 Recognize others can have different viewpoints based on the same experience (e.g., roller coaster ride).

Respond to Text

ELA.2.B3.4 Express a personal response by sharing an opinion about text and give reasons; use text evidence with guidance.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.2.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.2.C1.1 Generate and contribute ideas to a topic based on personal experience, background knowledge and prior learning.

Research Sources

ELA.2.C1.2 Discuss new information gathered from more than one relevant source, including modelled and mentor text (e.g., texts, experts, audio, online sources) and personal experiences.

Create Plan

ELA.2.C1.3 Use strategies (e.g., brainstorming, listing, asking questions, word webbing, story boards, drawings) to plan for text creation.

Choose Form

ELA.2.C1.4 Experiment with different types of writing (including narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

ELA.2.C1.5 Create short multimodal texts (e.g., oral storytelling, posters and charts, written stories or an informational report, videos); use digital tools to draft ideas effectively and creatively with support.

GENERAL LEARNING OUTCOME**ELA.2.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.2.C2.1 Recognize and experiment with organizational patterns (e.g., lists, beginning, middle, end); group related ideas and details together (pictures/images/ words) in a logical sequence to match the text form chosen.

Sentence Structure

ELA.2.C2.2 Produce simple and compound sentences; use connecting words (e.g., and, so, because); experiment with sentences that start in different ways.

Word Choice

ELA.2.C2.3 Use specific word choice (e.g., precise nouns, adjectives, and verbs) in text creation to enhance meaning for the audience.

Voice/Style

ELA.2.C2.4 Demonstrate personal voice in texts, using descriptive words, print elements (e.g., bold words, repetition, punctuation) and expressive drawings to communicate thoughts, feelings and opinions about a topic with others.

Revision

ELA.2.C2.5 Notice when writing does not make sense and understand that writers can reorganize their ideas by adding or removing text in response to feedback to improve clarity.

GENERAL LEARNING OUTCOME**ELA.2.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.2.C3.1 Form letters/words with accurate formation, size, placement and spacing to ensure legibility; use word processing to create text and images.

Spelling

ELA.2.C3.2 Use knowledge of letter sounds, word parts (morphemes), and sound/word wall to spell familiar and unfamiliar words; use digital spell check.

Punctuation and Capitalization

ELA.2.C3.3 Use a capital letter when writing names, the pronoun “I”, familiar proper nouns and at the beginning of sentences.

ELA.2.C3.4 Know and use some punctuation conventions (e.g., periods, exclamation marks, question marks, apostrophes) to communicate meaning clearly for others.

Publish Final Text

ELA.2.C3.5 Develop final text and understand the purpose and effect of different modes of communication with guidance; integrate more than one mode: text, images, sound or video to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME**ELA.2.D1 Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.2.D1.1 Adjust communication style (formal or informal) to share ideas for different audiences (e.g., Elder, friend, teacher, parent).

ELA.2.D1.2 Choose artifacts to enhance message; use visual aids/digital tools to share ideas.

ELA.2.D1.3 Present ideas and information in an organized, logical sequence to an audience.

GENERAL LEARNING OUTCOME

ELA.2.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.2.D2.1 Develop self-monitoring skills and adjust their approach; begin to think aloud wondering, "How can I figure this out? What do I already know?"

ELA.2.D2.2 Use tools such as a simple rubric or checklist, journal, or traffic light system (e.g., green - "I understand", yellow - "I'm getting there", red - "I need help") to self-assess own understanding/ learning.

Receive and Reflect on Feedback

ELA.2.D2.3 Listen to timely and specific feedback on how to improve a skill or task; reflect on learning and think about next steps, with guidance.

Set Goals and Monitor Progress

ELA.2.D2.4 Set specific learning goals related to listening, speaking, reading, writing, viewing or representing with guidance.

ELA.2.D2.5 Monitor and track progress, with guidance and reflect on accomplishments of new learning.