

## Grade 2 ELAL Curriculum Comparison for the New Alberta Curriculum

### Important Links

Comparison of Current 2000 Curriculum or Draft 2021 [Changes](#) to Draft March 2022

Comparison of [Multigrades](#) of new Curriculum



Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <span style="background-color: yellow;">(highlighted = new)</span>	Knowledge <span style="background-color: yellow;">(highlighted = new)</span>	Skills and Procedures <span style="background-color: yellow;">(highlighted = new)</span>
<b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b>			
<b>1.1 Discover and Explore</b>			
<b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>contribute relevant ideas and information from personal experiences to group language activities</li> <li>talk about how new ideas and information have changed previous understanding</li> <li>express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts</li> </ul>			
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information</li> </ul>	<b>Text Forms &amp; Structures:</b> 2T1.1 Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.	Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.  Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).  Messages can be shared digitally or non-digitally in a variety of forms, including <ul style="list-style-type: none"> <li>stories</li> <li>letters</li> <li>land</li> </ul> Stories, both real and imaginary, can follow a structure, including <ul style="list-style-type: none"> <li>beginning</li> <li>problem</li> <li>solution</li> <li>ending</li> </ul>	Examine different reasons (purposes) for messages to be shared.  Explain why engaging with messages can be enjoyable.  Distinguish between messages that are imaginary (fiction) or real (non-fiction).  Compare and contrast forms used to organize messages.  Examine the structure of a variety of imaginary or real stories.
<b>Express preferences</b> <ul style="list-style-type: none"> <li>explain why particular oral, print or other</li> </ul>			

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media texts are personal favourites			
<b>Set goals</b> <ul style="list-style-type: none"> <li>recognize and talk about developing abilities as readers, writers and illustrators</li> </ul>			
<b>1.2 Clarify and Extend</b>			
<b>Consider the ideas of others</b> <ul style="list-style-type: none"> <li>connect own ideas and experiences with those shared by others</li> </ul>			
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>record ideas and information in ways that make sense</li> </ul>			
<b>Extend understanding</b> <ul style="list-style-type: none"> <li>find more information about new ideas and topics</li> </ul>			
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
<b>2.1 Use Strategies and Cues</b>			
<b>Use prior knowledge</b> <ul style="list-style-type: none"> <li>use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning</li> <li>connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning</li> <li>use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm</li> </ul>			

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meaning			
<p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• use knowledge of oral language to predict words when reading stories and poems</li> <li>• apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions</li> <li>• identify the main idea or topic and supporting details of simple narrative and expository texts</li> <li>• identify by sight an increasing number of high frequency words and familiar words from favourite books</li> <li>• read aloud with fluency, accuracy and expression</li> <li>• figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge</li> </ul>	<p><b>Comprehension:</b> 2CP1.1 Text comprehension can be enhanced by listening to a variety of texts read aloud.</p>	<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to include</p> <ul style="list-style-type: none"> <li>• discussions</li> <li>• visual representations</li> <li>• writing</li> </ul>	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>
	<p><b>Comprehension:</b> 2CP1.2 Print texts can be understood independently.</p>	<p>Understanding of print texts read independently involves</p> <ul style="list-style-type: none"> <li>• discussions</li> <li>• visual representations</li> <li>• writing</li> </ul>	<p>Read texts that contain mostly predictable and decodable words independently.</p> <p>Examine and use words and sentences from print texts that have been read independently.</p> <p>Interpret ideas and information from print texts read independently.</p>
	<p><b>Comprehension:</b> 2CP1.3 Comprehension of print texts involves self-monitoring and self-correcting.</p>	<p>Word solving includes</p> <ul style="list-style-type: none"> <li>• chunking</li> <li>• stretching</li> <li>• manipulating sounds</li> <li>• searching for additional information</li> </ul> <p>Self-correcting includes</p> <ul style="list-style-type: none"> <li>• altering speed</li> <li>• rereading</li> <li>• reading on</li> <li>• seeking clarification</li> </ul>	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</p>
	<p><b>Comprehension:</b> 2CP1.4 Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.</p>	<p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p>

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		summarizing texts.	Retell or dramatize a story, including characters, setting, and plot, in sequence.  Interpret information from illustrations or visuals when summarizing texts.
	<b>Comprehension:</b> 2CP1.5 The process of text comprehension can be improved by making connections.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> <li>• similarities and differences within a text</li> <li>• similarities and differences between texts</li> </ul>	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.
	<b>Comprehension:</b> 2CP1.6 Comprehension can be enhanced by formulating questions and searching for answers within texts.	Questioning includes asking or answering questions regarding <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> <li>• How?</li> </ul> <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	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.
	<b>Comprehension:</b> 2CP1.7 Comprehension can be supported by making and revising predictions	Predicting includes imagining an outcome based on a combination of information, including <ul style="list-style-type: none"> <li>• title</li> <li>• pictures</li> <li>• evidence</li> <li>• background knowledge</li> </ul>	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.
	<b>Fluency:</b> 2F1.1 Fluency development contributes to the ability to understand messages.	Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include <ul style="list-style-type: none"> <li>• vowels</li> <li>• blends</li> <li>• digraphs</li> <li>• diphthongs</li> </ul>	Blend sounds quickly and accurately to decode unfamiliar messages.  Apply language structure, meaning, and rapid word recognition to support fluency.  Read at a steady, comfortable pace.

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		<ul style="list-style-type: none"> <li>• syllables</li> </ul>	
	<b>Fluency:</b> 2F1.2 Recognizing high frequency words supports reading comprehension.	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.
	<b>Fluency:</b> 2F1.3 Fluent reading can engage audiences or improve comprehension.	Reading fluency is supported by <ul style="list-style-type: none"> <li>• pace</li> <li>• phrasing</li> <li>• expression</li> <li>• punctuation</li> </ul> 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.
<b>Use textual cues</b> <ul style="list-style-type: none"> <li>• preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning</li> <li>• use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading</li> </ul>			
<b>Use phonics and structural analysis</b> <ul style="list-style-type: none"> <li>• apply phonic rules and generalizations to</li> </ul>	<b>Phonological Awareness:</b> 2PA1.1 Words can be separated (segmented) into syllables or sounds (phonemes).	Consonant blends can be separated into their individual sounds.	Segment sounds in words that have five or more phonemes.

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<p>read unfamiliar words in context</p> <ul style="list-style-type: none"> <li>• apply knowledge of long and short vowel sounds to read unfamiliar words in context</li> <li>• use knowledge of word parts, contractions and compound words to read unfamiliar words in context</li> <li>• associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context</li> </ul>	<p><b>Phonological Awareness:</b> 2PA1.2 Syllables and individual sounds can be blended into a sequence to form words.</p>	<p>Consonant blends can be located anywhere in words.</p>	<p><b>Identify phonemes in words that have three or more syllables.</b></p> <p>Segment sounds in words that have consonant blends.</p>
	<p><b>Phonological Awareness:</b> 2PA1.3 Words can be changed by manipulating sounds <b>(phonemes)</b>.</p>	<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.</p> <p><b>Individual sounds and consonant blends can be blended into a sequence to form words.</b></p>	<p><b>Blend sounds in words that have up to six phonemes.</b></p> <p>Blend sounds in words that have consonant blends.</p>
	<p><b>Phonics:</b> 2P1.1 Relationships between letter combinations and sounds support understanding of words.</p>	<p><b>Sounds can be manipulated by adding, deleting, or substituting different sounds.</b></p> <p><b>Sounds can be manipulated at the beginning, middle, or ending of words.</b></p> <p><b>Letter combinations and sounds for reading include</b></p> <ul style="list-style-type: none"> <li>• vowels</li> <li>• blends</li> <li>• digraphs</li> <li>• diphthongs</li> </ul> <p><b>Blends combine sounds or word parts.</b></p> <p><b>A combination of two letters can make a single sound (digraph).</b></p> <p><b>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</b></p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p><b>A vowel that is followed by &lt;r&gt; can make a new sound (e.g., ti-ger).</b></p>	<p><b>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</b></p> <p><b>Delete phonemes in a consonant blend to form a new word.</b></p> <p><b>Substitute phonemes in a consonant blend to form a new word.</b></p> <p><b>Substitute a sound anywhere in a word to form a new word.</b></p> <p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p><b>Recognize how the letter &lt;r&gt; can influence the vowel sound.</b></p> <p><b>Read words that include the 120 most frequent letter-sound correspondences.</b></p>

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<p><b>Use references</b></p> <ul style="list-style-type: none"> <li>put words in alphabetical order by first letter</li> <li>use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> </ul>			
<b>2.2 Respond to Texts</b>			
<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts</li> <li>identify favourite kinds of oral, print and other media texts</li> <li>model own oral, print and other media texts on familiar forms</li> <li>respond to mood established in a variety of oral, print and other media texts</li> </ul>	<p><b>Text Forms &amp; Structures:</b> 2T1.3 Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>	<p><b>Imaginary (fictional) stories include folk tales and legends.</b></p> <p><b>A folk tale is a story typically passed on through word of mouth.</b></p> <p><b>A legend is a story about a famous historical event or person that may or may not be true.</b></p> <p><b>A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.</b></p> <p><b>Stories have structures (elements), including</b></p> <ul style="list-style-type: none"> <li>characters</li> <li>setting</li> <li>events</li> <li>plot</li> </ul> <p><b>The plot is the sequence of events that make up a story.</b></p> <p><b>A narrator can provide information about characters, setting, and events in a story.</b></p>	<p>Identify story elements within a variety of imaginary stories.</p> <p><b>Identify the hero or heroine in a variety of imaginary stories.</b></p> <p><b>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</b></p> <p><b>Examine the narrator's contribution to a story or message.</b></p>
	<p><b>Text Forms &amp; Structures:</b> 2T1.4 Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).</p>	<p>Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> <li>factual stories or images</li> <li><b>interactions with people and land</b></li> <li><b>information in other content areas</b></li> </ul> <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> <li>main idea</li> <li>supporting details</li> <li><b>sequencing</b></li> </ul>	<p>Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.</p>

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		<ul style="list-style-type: none"> <li>question and answer</li> </ul>	
<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>connect situations portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>retell the events portrayed in oral, print and other media texts in sequence</li> <li>suggest alternative endings for oral, print and other media texts</li> <li>discuss, represent or write about interesting or important aspects of oral, print and other media texts</li> <li>express thoughts or feelings related to the events and characters in oral, print and other media texts</li> </ul>			
<p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>identify and use words and sentences that have particular emotional effects</li> <li>identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights</li> </ul>			
<b>2.3 Understand Forms, Elements and Techniques</b>			
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>recognize that ideas and information can be expressed in a variety of oral, print and other media texts</li> <li>identify and explain the use of various communication technologies</li> </ul>	<p><b>Text Forms &amp; Structures:</b> 2T1.1 Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.</p>	<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none"> <li>stories</li> <li>letters</li> <li>land</li> </ul> <p>Stories, both real and imaginary, can follow a structure,</p>	<p>Examine different reasons (purposes) for messages to be shared.</p> <p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Examine the structure of a variety of imaginary or real stories.</p>

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		including <ul style="list-style-type: none"> <li>● beginning</li> <li>● problem</li> <li>● solution</li> <li>● ending</li> </ul>	
	<b>Text Forms &amp; Structures:</b> 2T1.2 Messages can be organized, clarified, and enhanced using features.	Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Examine a variety of features that enhance the meaning of messages.  Include a variety of features to help organize, clarify, and enhance personal messages.
<b>Understand techniques and elements</b> <ul style="list-style-type: none"> <li>● identify main characters, places and events in a variety of oral, print and other media texts</li> <li>● identify how pictures, illustrations and special fonts relate to and enhance print and other media texts text features</li> </ul>	<b>Text Forms &amp; Structures:</b> 2T1.3 Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.	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 <ul style="list-style-type: none"> <li>● characters</li> <li>● setting</li> <li>● events</li> <li>● plot</li> </ul> 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.
	<b>Text Forms &amp; Structures:</b> 2T1.4 Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).	Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including <ul style="list-style-type: none"> <li>● factual stories or images</li> <li>● interactions with people and land</li> <li>● information in other content areas</li> </ul> Informational texts have structures, including <ul style="list-style-type: none"> <li>● main idea</li> </ul>	Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.

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		<ul style="list-style-type: none"> <li>supporting details</li> <li>sequencing</li> <li>question and answer</li> </ul>	
<b>Experiment with language</b> <ul style="list-style-type: none"> <li>demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations</li> </ul>	<b>Text Forms &amp; Structures:</b> 2T1.5 Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.	Poetry includes words or phrases used in imaginative ways to create meaning or effects.  Poetic structures include acrostic and rhyming couplet.  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.	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.
<b>2.4 Create Original Text</b>			
<b>Generate ideas</b> <ul style="list-style-type: none"> <li>use own and respond to others' ideas to create oral, print and other media texts</li> </ul>	<b>Writing:</b> 2W1.1 Writing can provide opportunities to share thoughts and ideas in meaningful ways.	Writing processes used to organize and share messages include <ul style="list-style-type: none"> <li>planning</li> <li>writing</li> <li>editing</li> <li>sharing</li> </ul> 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.
<b>Elaborate on the expression of ideas</b> <ul style="list-style-type: none"> <li>add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts</li> </ul>			
<b>Structure texts</b> <ul style="list-style-type: none"> <li>create narratives that have beginnings, middles and ends; settings; and main characters that perform actions</li> </ul>	<b>Writing:</b> 2W1.2 Creative thinking can influence expression of thoughts and emotions.	Creative thinking includes <ul style="list-style-type: none"> <li>using imagination</li> <li>combining materials or ideas in different ways</li> </ul>	Collect ideas that are inspired by a variety of experiences.  Apply creative thinking to create or adapt representations of messages.

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<ul style="list-style-type: none"> <li>use traditional story beginnings, patterns and stock characters in own oral, print and other media texts</li> </ul>		<ul style="list-style-type: none"> <li>making adaptations based on feedback</li> </ul> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by a variety of personal experiences.</p> <p>Creative ideas can be enhanced by adding language related to the senses (sensory language).</p>	<p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>
<b>General Outcome 3: Manage Ideas and Information</b>			
<b>3.1 Plan and Focus</b>			
<p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>relate personal knowledge to ideas and information in oral, print and other media texts</li> <li>ask questions to determine the main idea of oral, print and other media texts</li> </ul>			
<p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>ask questions to focus on particular aspects of topics for own investigations</li> </ul>			
<p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>recall and follow directions for accessing and gathering ideas and information</li> </ul>			
<b>3.2 Select and Process</b>			
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"> <li>find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community</li> </ul>	<p><b>Writing:</b> 2W1.3 Research processes can be used to learn new things or build on what is already known.</p>	<p>Asking questions can help focus research topics.</p> <p>Factual information can be gathered from a variety of digital or non-digital sources.</p> <p>Organizational tools, such as graphic organizers, can be used to record or categorize factual information.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>
<p><b>Access information</b></p>			

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<ul style="list-style-type: none"> <li>• use text features, such as table of contents, key words, captions and hot links, to access information</li> <li>• use given categories and specific questions to find information in oral, print and other media texts</li> <li>• use the library organizational system to locate information</li> </ul>			
<b>Evaluate sources</b> <ul style="list-style-type: none"> <li>• recognize when information answers the questions asked</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>• categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order</li> <li>• produce oral, print and other media texts with introductions, middles and conclusions</li> </ul>			
<b>Record information</b> <ul style="list-style-type: none"> <li>• record key facts and ideas in own words; identify titles and authors of sources</li> </ul>			
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>• examine gathered information to decide what information to share or omit</li> </ul>			
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>• share, with familiar audiences, ideas and information on topics</li> <li>• clarify information by responding to</li> </ul>			

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
questions			
<b>Review research process</b> <ul style="list-style-type: none"> <li>answer questions, such as “What did I do that worked well?” to reflect on research experiences</li> </ul>			
<i>General Outcome 4 : Enhance the clarity and artistry of communication</i>			
<b>4.1 Enhance and Improve</b>			
<b>Appraise own and others’ work</b> <ul style="list-style-type: none"> <li>identify features that make own or peers’ oral, print or other media texts interesting or appealing</li> </ul>			
<b>Revise and edit</b> <ul style="list-style-type: none"> <li>revise words and sentences to improve sequence or add missing information</li> <li>check for capital letters, punctuation at the end of sentences and errors in spelling</li> </ul>			
<b>Enhance legibility</b> <ul style="list-style-type: none"> <li>print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately</li> <li>use margins and spacing appropriately</li> <li>explore and use the keyboard to compose and revise text</li> </ul>	<b>Writing:</b> 2W1.4 The method or tool used to present written works can enhance the clarity of a message.	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.
<b>Expand knowledge of language</b> <ul style="list-style-type: none"> <li>develop categories of words associated with experiences and topics of interest</li> <li>use knowledge of word patterns, word combinations and parts of words to learn new words</li> </ul>	<b>Vocabulary:</b> 2V1.1 Vocabulary development contributes to the ability to communicate effectively.	Vocabulary development includes learning (tier 2) words that are <ul style="list-style-type: none"> <li>unknown to most learners</li> <li>critical for comprehending new texts</li> </ul>	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)

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<ul style="list-style-type: none"> <li>texts</li> </ul>		<ul style="list-style-type: none"> <li>useful and may be encountered in the future</li> </ul> <p>Vocabulary development includes academic words (tier 3 words) from a variety of texts.</p> <p>Words can create effects in language, including</p> <ul style="list-style-type: none"> <li>alliteration</li> <li>onomatopoeia</li> <li>repetition</li> </ul> <p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p> <p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings.</p> <p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>	<p>words).</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p> <p>Examine homophones and homographs.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>
	<p><b>Vocabulary:</b> 2V1.2 Morphemes can change the meaning of a word</p>	<p>Adding the suffix &lt;ing&gt; or &lt;ed&gt; to the ending of a base changes the tense.</p> <p>Adding &lt;er&gt; or &lt;est&gt; to the ending of a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>
<p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media</li> </ul>			
<p><b>4.2 Attend to Conventions</b></p>			
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>write complete sentences, using capital letters and periods</li> </ul>			

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<ul style="list-style-type: none"> <li>use connecting words to join related ideas in a sentence</li> <li>identify nouns and verbs, and use in own writing</li> <li>identify adjectives and adverbs that add interest and detail to stories</li> </ul>			
<p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing</li> <li>use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing</li> <li>use the conventional spelling of common words necessary for the efficient communication of ideas in writing</li> </ul>	<p><b>Conventions:</b> 2CV1.3 Spelling can be supported by recognizing patterns that occur within and across words.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> <li>consonant-vowel-consonant-silent "e" (CVCe) (e.g., nose)</li> <li>vowel-consonant-consonant (VCC) (e.g., ill)</li> <li>vowel-vowel-consonant (VVC) (e.g., eel)</li> <li>dropping the &lt;e&gt; and adding &lt;ing&gt;</li> <li>doubling the letter before adding &lt;ing&gt; or &lt;ed&gt;</li> </ul> <p>Spelling patterns in one-syllable words include short and long vowel sounds.</p> <p>Some consonants are silent in some words (e.g., talk).</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high-frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>
<p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"> <li>use capital letters for proper nouns and at the beginning of sentences in own writing</li> <li>use periods and question marks, appropriately, as end punctuation in own writing</li> <li>use commas after greetings and closures in friendly letters and to separate words in a series in own writing</li> <li>identify commas and apostrophes when reading, and use them to assist comprehension</li> </ul>	<p><b>Conventions:</b> 2CV1.2 Language has structures (grammar) that can help express ideas, thoughts, and emotions.</p>	<p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions), such as <i>under</i>, <i>with</i>, <i>before</i>, and <i>after</i>.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>
	<p><b>Conventions:</b> 2CV1.4 Spelling strategies and supports can be used to help communicate messages.</p>	<p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</p> <p>Digital or non-digital supports can be used to help spell words</p>	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word</p>

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		correctly, including <ul style="list-style-type: none"> <li>● personal word lists</li> <li>● dictionaries</li> <li>● environmental print</li> <li>● peers, teachers, or parents/guardians</li> </ul>	patterns to spell unfamiliar words. Use a variety of supports to spell and check the spelling of words.
	<b>Conventions:</b> 2CV1.1 Capitalization and punctuation can make messages more clear.	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. <b>Capitalize titles.</b> Include punctuation at the end of sentences. <b>Insert apostrophes in place of letters in contractions.</b>
<b>4.3 Present and Share</b>			
<b>Present information</b> <ul style="list-style-type: none"> <li>● present ideas and information by combining illustrations and written texts</li> </ul>	<b>Oral Language:</b> 2O1.2 Listening and speaking skills can be developed to improve communication and enhance confidence.	<b>Listening and speaking skills can build confidence and be developed through</b> <ul style="list-style-type: none"> <li>● discussions</li> <li>● formal and informal presentations</li> <li>● collaborative activities</li> </ul> <b>Volume can be adjusted for purpose and audience.</b> <b>Clarity of speech (enunciation) enhances the ability to be understood.</b> <b>Vocal emphasis can highlight the importance of words (stress).</b>	<b>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</b> <b>Enhance clarity of oral communication through word emphasis and enunciation.</b> <b>Listen for changes in vocal emphasis in oral communications.</b> <b>Share a short poem from memory with appropriate volume, emphasis, and enunciation.</b>
	<b>Oral Language:</b> 2O1.4 Verbal and non-verbal language can be combined to enhance messages.	<b>Different situations may have different expectations for language use.</b> <b>Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.</b>	<b>Examine messages that combine both verbal and non-verbal communication.</b> <b>Enhance messages by combining verbal and non-verbal communication.</b> <b>Adjust verbal or non-verbal language according to purpose and audience.</b>
<b>Enhance presentation</b>			

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<ul style="list-style-type: none"> <li>clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments</li> </ul>			
<p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>speak in a clear voice, with appropriate volume, at an understandable pace and with expression</li> </ul>			
<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"> <li>ask relevant questions to clarify understanding and to have information explained</li> <li>show enjoyment and appreciation during listening and viewing activities</li> </ul>	<p><b>Oral Language:</b> 201.3 Listening helps to develop and maintain positive relationships in a variety of situations.</p>	<p>Listening involves</p> <ul style="list-style-type: none"> <li>maintaining focus</li> <li>asking and responding to questions</li> <li>using appropriate body postures and gestures</li> <li>paying attention to the words, feelings, and behaviours of others</li> </ul>	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>
<p><i>General Outcome 5.1 : Respect Others and Strengthen Community</i></p>			
<p><b>5.1 Respect Others and Strengthen Community</b></p>			
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"> <li>discuss the experiences and traditions of various communities portrayed in oral, print and other media texts</li> <li>ask for and provide clarification and elaboration of stories and ideas</li> </ul>	<p><b>Oral Language:</b> 201.1 Oral traditions use language to support ways of knowing.</p>	<p>Ways of knowing are the many ways people come to know about themselves and the world.</p> <p>Communities can have specific protocols related to how, when, or with whom oral traditions are shared.</p> <p>Protocols are practices of appropriate and respectful behaviour that are unique to groups of people.</p> <p>Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve</p> <ul style="list-style-type: none"> <li>everyone having an opportunity to speak</li> <li>respectfully listening when others are speaking</li> </ul>	<p>Explore how oral traditions are shared.</p> <p>Participate in a sharing circle.</p> <p>Identify community or cultural protocols that may influence respectful communication.</p>
<p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"> <li>discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities</li> </ul>			

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<b>Celebrate accomplishments and events</b> <ul style="list-style-type: none"> <li>participate in shared language experiences to acknowledge and celebrate individual and class accomplishments</li> </ul>			
<b>Use language to show respect</b> <ul style="list-style-type: none"> <li>adjust own language use according to the context, purpose and audience</li> </ul>			
<b>5.2 Work within a Group</b>			
<b>Cooperate with others</b> <ul style="list-style-type: none"> <li>Work in a variety of partnerships and group structures</li> <li>identify ways that class members can help each other</li> </ul>			
<b>Work in groups</b> <ul style="list-style-type: none"> <li>contribute relevant information and questions to extend group understanding of topics and tasks</li> <li>stay on topic during class and group discussions</li> </ul>			
<b>Evaluate group process</b> <ul style="list-style-type: none"> <li>recognize own and others' contributions to group process</li> </ul>			