

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing and Resource Guide**



**Course Title/ Course #: 2<sup>nd</sup> Grade English Language Arts**

**Start day: 1**

**Meeting: 180 days**

**Course Description**

Reading and writing continues to be a priority in second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency and expression. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference. (*English Standards of Learning for Virginia Public Schools –January 2010*)

**Pacing Resources Assessments MP1**

<b>Time Frame</b>	<b>Standards of Learning</b>	<b>Required Curriculum: Units/ Topics/ Concepts</b>	<b>Additional Resources</b>	<b>Assessments</b>
Daily Weekly Ongoing	<a href="#">2.1</a> a, b <a href="#">2.2</a> a, b <a href="#">2.3</a> a, c, e <a href="#">2.4</a> a, b, c, d, e <a href="#">2.5</a> a, b, c <a href="#">2.6</a> a, d <a href="#">2.7</a> a, d <a href="#">2.8</a> c, d, j <a href="#">2.9</a> e, f, h <a href="#">2.10</a> d <a href="#">2.11</a> <a href="#">2.12</a> a, b <a href="#">2.11</a> h	<b>MP1-Ongoing</b>	<b>Reading</b> <a href="#">Reading A-Z Comprehension Graphic Organizers</a> <a href="#">Benchmark Universe Teacher's Resources</a> <a href="#">Mentor Text by Reading Skills</a>  <b>Small Group Resources</b> <a href="#">Classroom Theater-Reader's Theater Titles</a> <a href="#">Reader's Theater Scripts and Plays</a> <a href="#">Critique Form</a>  <b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a>	<b>Reading:</b> -Running Record -Comprehension Strategy Assessments (CSA)  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark

	<a href="#">2.14</a>		<p><a href="#">Words Their Way: Teacher's Guide</a></p> <p><b>Writing</b>  <a href="http://educationextras.com/writersworkshop.html">http://educationextras.com/writersworkshop.html</a>  <a href="#">Dance Mat Typing Game</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p>Phonics Assessment          -(DSA)          Developmental Spelling Assessment</p> <p><b>Writing:</b>          -Baseline sample</p>
4 Days	<a href="#">2.2</a> a, b, c <a href="#">2.3</a> a, c, e <a href="#">2.7</a> d <a href="#">2.8</a> j <a href="#">2.9</a> h <a href="#">2.12</a> a <a href="#">2.13</a> a <a href="#">2.14</a>	<p><b>Reading and Writing:</b>          Establishing routines &amp; rituals for Reader's and Writer's Workshop: Days 1-4</p>	<p><b>The First 30 Days of School-Routines &amp; Rituals Making Sense of the Writer's Workshop</b> (p.109)</p> <p><b>Writing Workshop:</b>  <a href="http://educationextras.com/writersworkshop.html">http://educationextras.com/writersworkshop.html</a></p> <p><b>Reading</b>  <a href="#">How and Why to Use Anchor Charts</a></p>	<p><b>Reading:</b>          Observe Turn &amp; Talk  <a href="#">Concept Sort</a></p>
15 Days	<a href="#">2.1</a> b <a href="#">2.2</a> c, e <a href="#">2.3</a> a <a href="#">2.6</a> a <a href="#">2.7</a> a <a href="#">2.8</a> b, c, d, g <a href="#">2.9</a> b, e, f, g <a href="#">2.10</a> a <a href="#">2.12</a> a, b <a href="#">2.13</a> a, b, c, h 2.5 b	<p><b>BL Unit 1, Week 1-3</b></p> <p><b>Comprehension:</b>          Identify Main Idea and Supporting Details</p> <p><b>Metacognitive:</b> Ask Questions</p> <p><b>Reading: (RW)</b>          Establish routines &amp; rituals for Reader's Workshop, Days 5-19</p>	<p><b>Reading</b>  <a href="#">Brain Pop Jr.-Main Idea video</a>  <a href="#">Resource for Teacher Background Information</a>  <a href="#">Flocabulary-Main Idea and Details video</a>  <a href="#">Teaching Main Idea</a>  <a href="#">Benchmark Universe Teacher's Resources</a>  <a href="#">Concept Sort</a>          Anchor Charts: Questions to Ask When Sharing; Ways to Take Care of Books; Reasons to Abandon Books; Sentence Starters; Fiction &amp; Nonfiction Characteristics;</p> <p><b>Small Group Resources</b></p>	<p><b>Reading:</b>          -CSA #19 pg. 50          -CSA #20 pg. 51          -BLM 4/5- U1/W1          -BLM 6 – U1/W1          -BLM 2-U1/W3          -BLM 4- U1/W3          -BLM 6- U1/W3</p> <p><b>Phonics/Word Study:</b></p>

		<p><b>Phonics/Word Study:</b> Units 1-2- short vowel review, closed syllables, and compare/contrast of CVC and CVCe (a, i)</p> <p><b>Writing: (WW)</b> Continue to establish routines &amp; rituals for Writer’s Workshop, Days 5-19</p>	<p><a href="#">Main Idea and Supporting Details Graphic Organizers</a> <a href="#">Read Works- Passages and Questions-</a> Search by keyword “Main Idea” and 2<sup>nd</sup> Grade <a href="#">Graphic Organizers and Activities</a> <a href="#">FCRR Station Activities- Ask Questions-</a> Comprehension section</p> <p><b>Phonics/Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a> Spiral Up pages 11-25 Words Their Way sorts 2, 7 (WW)</p>	<p>-Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68</p>
15 Days	<p><a href="#">2.1</a> a, b <a href="#">2.2</a> c, e <a href="#">2.3</a> a <a href="#">2.6</a> a <a href="#">2.7</a> a <a href="#">2.8</a> e <a href="#">2.9</a> c, e, f <a href="#">2.10</a> a <a href="#">2.12</a> a, b <a href="#">2.13</a> a, b, c, h 2.5 b</p>	<p><b>BL Unit 2, Week 1-3</b> <b>Comprehension:</b> Analyze Character <b>Metacognitive:</b> Visualize</p> <p><b>Reading:</b> <b>RW:</b> Days 20-30</p> <p><b>Phonics/Word Study:</b> Continue unit 2, unit 3 CVC and CVCe (o, u),</p>	<p><b>The First 30 Days of School-Routines &amp; Rituals</b> <b>Making Sense of the Writer’s Workshop</b> (p.109)</p> <p><b>Reading</b> <a href="#">Benchmark Universe Teacher's Resources</a></p> <p><a href="#">Visualizing- Background Information for Teachers</a> <a href="#">Brain Pop Jr.- Character video</a> <a href="#">Visualizing- Background Information for Teachers</a> <b>Anchor Charts:</b> Good Readers ...; <a href="#">Visualizing by Making Brain Movies</a></p>	<p><b>PALS</b></p> <p><b>Reading:</b> -CSA #1 pg. 32 -CSA #2 pg. 33 -BLM 4/5– U2/W1 -BLM 6 – U1/W1 -BLM 4- U2/W2 -BLM 2-U2/W3 -BLM 4-U2/W3 -BLM 6-U2/W3</p>

		<p>open and closed syllables</p> <p><b>Writing:</b> Continue to establish routines &amp; rituals for Writer’s Workshop, Days 20-30 Begin- Personal Narratives Unit 1, 4 Days</p>	<p><b>Small Group Resources</b> <a href="#">Character Analysis Mentor Texts and Graphic Organizers</a> <a href="#">Read Works- Passages and Questions</a>- Search by keyword “Character” and 2<sup>nd</sup> Grade</p> <p><b>Phonics/Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a> Spiral Up pages 19-34 Words Their Way sorts 11, 15 (WW)</p> <p><b>Writing</b> <a href="#">Personal Narrative Graphic Organizers</a> <a href="#">Mentor Texts for Personal Narratives</a> <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68</p>
5 Days	<p><a href="#">2.1</a> d, e <a href="#">2.2</a> a, b <a href="#">2.3</a> c, e <a href="#">2.6</a> b <a href="#">2.7</a> b <a href="#">2.8</a> h <a href="#">2.9</a> a, c <a href="#">2.10</a> a, b, c <a href="#">2.12</a> a, b, c <a href="#">2.13</a> a, b, c, e, f, j</p>	<p><b>BL Unit 3, Week 1</b></p> <p><b>Comprehension:</b> Identify Sequence of Events</p> <p><b>Metacognitive:</b> Determine Text of Importance</p> <p><b>Phonics/Word Study:</b> Begin unit 4, long a (CVCe, and ai)</p>	<p><b>Reading</b> <a href="#">Brain Pop Jr.- Sequencing video</a> <a href="#">Brain Pop Jr.- How to Read Nonfiction video</a> <a href="#">Read Works-Using Explicit Information Lesson Nonfiction Text Feature video</a></p> <p><b>Small Group Resources</b> <a href="#">Read Works- Passages and Questions</a>- Search by keyword “Sequence” and 2<sup>nd</sup> Grade <a href="#">Sequence of Events Interactive Practice Passages</a> <a href="#">Quia Sequencing Quizzes</a></p>	<p><b>Reading:</b> -CSA #21 pg. 52 -CSA #22 pg. 53 -BLM 4/5– U3/W1 -BLM 6 – U3/W1</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick</p>

	2.5b	<p><b>Writing:</b> Continue- Personal Narratives Unit 1, 5 Days</p>	<p><a href="#">Cinderella Sequence of Events Interactive Activity</a>  <a href="#">Sequence of Events Practice Passages and Questions</a>  <a href="#">Henking Sequencing Graphic Organizers and Documents</a>  <a href="#">Text Importance and Text Structure Activities</a>  Spiral Up pages 35-42</p> <p><b>Phonics/Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a>  Spiral Up pages 35-40  Words Their Way sort 5 (WW)</p> <p><b>Writing</b>  <a href="#">Personal Narrative Graphic Organizers</a>  <a href="#">Mentor Texts for Personal Narratives</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p>Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer's Workshop pg. 54-68</p>
5 Days	<a href="#">2.5</a> c <a href="#">2.7</a> a <a href="#">2.8</a> c, d, g <a href="#">2.9</a> b, e, f, g <a href="#">2.12</a> a, b <a href="#">2.13</a> a 2.5b	<p><b>MP1-Review, Reteach, Assess</b></p> <p><b>Phonics/Word Study:</b> Continue unit 4, long a (CVCe, ai, and ay)</p> <p><b>Writing:</b> Continue- Personal Narratives, Unit 1, 5 Days</p>		

<p>1 Day (Rest of unit in MP2)</p>	<p><a href="#">2.1</a> b  <a href="#">2.2</a> e  <a href="#">2.3</a> e  <a href="#">2.6</a> b  <a href="#">2.8</a> c, d  <a href="#">2.9</a> a  <a href="#">2.10</a> a, b, c  <a href="#">2.12</a> c  <a href="#">2.5</a> a, b</p>	<p><b>BL Unit 3, Week 2, Day 1</b>  <b>Comprehension:</b>  Identify Sequence of Events</p> <p><b>Metacognitive:</b>  Determine Text of Importance</p> <p><b>Writing:</b>  Continue- Personal Narratives  Unit 1, 1 Day</p>	<p><b>Reading</b>  <a href="#">Brain Pop Jr.- Sequencing video</a>  <a href="#">Brain Pop Jr.- How to Read Nonfiction video</a>  <a href="#">Read Works-Using Explicit Information Lesson Nonfiction Text Feature video</a></p> <p><b>Small Group Resources</b>  <a href="#">Read Works- Passages and Questions-</a> Search by keyword “Sequence” and 2<sup>nd</sup> Grade  <a href="#">Sequence of Events Interactive Practice Passages</a>  <a href="#">Quia Sequencing Quizzes</a>  <a href="#">Cinderella Sequence of Events Interactive Activity</a>  <a href="#">Sequence of Events Practice Passages and Questions</a>  <a href="#">Henking Sequencing Graphic Organizers and Documents</a>  <a href="#">Text Importance and Text Structure Activities</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Personal Narrative Graphic Organizers</a>  <a href="#">Mentor Texts for Personal Narratives</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p><b>Reading:</b>  -CSA #21 pg. 52  -CSA #22 pg. 53</p> <p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b>  -Published Writing Sample  -Making Sense of the Writer’s Workshop pg. 54-68</p>
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Course Title/ Course #: 2<sup>nd</sup> Grade English Language Arts

**Pacing Resources Assessments MP2**

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	<a href="#">2.1</a> c, d <a href="#">2.2</a> a, b, e <a href="#">2.3</a> c, d, e, f <a href="#">2.4</a> a, b, c, d, e <a href="#">2.5</a> a, b, c (WS) <a href="#">2.6</a> a, d <a href="#">2.7</a> d, e <a href="#">2.8</a> c, d, j <a href="#">2.9</a> e, f, h <a href="#">2.10</a> d <a href="#">2.11</a> <a href="#">2.12</a> a, b, c <a href="#">2.13</a> a, b, c, h <a href="#">2.14</a>	MP2-Ongoing	<p><b>Reading</b>  <a href="#">Reading A-Z Comprehension Graphic Organizers</a>  <a href="#">Benchmark Universe Teacher's Resources</a>  <a href="#">Mentor Text by Reading Skills</a></p> <p><b>Small Group Resources</b>  <a href="#">Classroom Theater-Reader's Theater Titles</a>  <a href="#">Reader's Theater Scripts and Plays</a>  <a href="#">Critique Form</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Dance Mat Typing Game</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p><b>Reading:</b>                      -Running Record                      -Comprehension Strategy Assessments (CSA)</p> <p><b>Phonics/Word Study:</b>                      -Writing Sort                      -PALS Quick Checks                      -Benchmark Phonics Assessment                      -(DSA)                      Developmental Spelling Assessment</p> <p><b>Writing:</b>                      -Published Writing Sample                      -Making Sense of the Writer's Workshop pg. 54-68</p>

9 Days	<a href="#">2.1</a> d, e <a href="#">2.2</a> a, b <a href="#">2.3</a> c, e <a href="#">2.6</a> b <a href="#">2.7</a> b <a href="#">2.8</a> h <a href="#">2.9</a> a, c <a href="#">2.10</a> a, b, c <a href="#">2.12</a> a, b, c <a href="#">2.13</a> e, f, j <a href="#">2.5</a> a, b	<b>BL Unit 3, Weeks 2-3</b> <b>Comprehension:</b> Identify Sequence of Events <b>Metacognitive:</b> Determine Text Importance  <b>Phonics/Word Study:</b> Unit 5, long o (CVCe, oa) *1 week nasals and ck/k (has not been explicitly taught and PALS shows a need)  <b>Writing:</b> Continue Personal Narratives Unit 1, 9 Days	<b>Reading</b> <a href="#">Brain Pop Jr.- Sequencing video</a> <a href="#">Brain Pop Jr.- How to Read Nonfiction video</a> <a href="#">Read Works-Using Explicit Information Lesson</a> <a href="#">Nonfiction Text Feature video</a>  <b>Small Group Resources</b> <a href="#">Read Works- Passages and Questions-</a> Search by keyword “Sequence” and 2 <sup>nd</sup> Grade <a href="#">Sequence of Events Interactive Practice Passages</a> <a href="#">Quia Sequencing Quizzes</a> <a href="#">Cinderella Sequence of Events Interactive Activity</a> <a href="#">Sequence of Events Practice Passages and Questions</a> <a href="#">Henking Sequencing Graphic Organizers and Documents</a> <a href="#">Text Importance and Text Structure Activities</a>  <b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a>  <b>Writing</b> <a href="#">Personal Narrative Graphic Organizers</a> <a href="#">Mentor Texts for Personal Narratives</a> <a href="#">Reading and Writing Project- Writing Samples</a>	<b>Reading:</b> -CSA 21-pg. 52 CSA 22- pg. 53 BLM 2-U3/W3 BLM 4-U3/W3 BLM 6-U3/W3  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68
15 Days	<a href="#">2.1</a> c <a href="#">2.2</a> a, b, c <a href="#">2.3</a> a, d <a href="#">2.6</a> b, c <a href="#">2.7</a> c, e <a href="#">2.8</a> e, f	<b>BL Unit 4</b> <b>Comprehension:</b> Analyze Story Elements <b>Metacognitive:</b> Summarize and Synthesize	<b>Reading</b> <a href="#">Brain Pop Jr.- Story Elements video</a> <a href="#">Flocabulary- Story Elements video</a> <a href="#">Flocabulary- 5 W's video</a> <a href="#">Flocabulary- Plot Elements video</a> <a href="#">Flocabulary- Reading and Writing video</a>	<b>Reading:</b> -CSA #3 pg. 34 -CSA #4 pg. 35 -BLM 4/5–U4/W1 -BLM 6 – U4/W1



	<p><a href="#">2.9</a> d, e, f  <a href="#">2.10</a> b  <a href="#">2.12</a> b, c  <a href="#">2.13</a> f, j  <a href="#">2.5</a> a, b</p>	<p><b>Phonics/Word Study:</b>  unit 6, long e (CVCe, ee, ea, ie) – 2 weeks  unit 7 long I (CVCe &amp; igh)</p> <p><b>Writing:</b>  End- Personal Narratives  Unit 1, 6 Days  Begin- Realistic Fiction  Unit 2, 9 Days</p>	<p><a href="#">Summarizing Lesson and Teacher Background Information</a></p> <p><b>Small Group Resources</b>  <a href="#">FCRR Station Activities- Story Elements and Summarize-</a> under Comprehension  <a href="#">Cinderella Story Elements Interactive Activity</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Personal Narrative Graphic Organizers</a>  <a href="#">Mentor Texts for Personal Narratives</a>  <a href="#">Reading and Writing Project- Writing Samples</a>  <a href="#">Mentor Texts for Realistic Fiction</a></p>	<p>-BLM 2- U4/W2  -BLM 3- U4/W2  -BLM 5- U4/W2  -BLM 2-U4/W3  -BLM 6-U2/W3</p> <p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA)  Developmental Spelling Assessment</p> <p><b>Writing:</b>  -Published Writing Sample  -Making Sense of the Writer’s Workshop pg. 54-68</p>
15 Days	<p><a href="#">2.2</a> d  <a href="#">2.3</a> d, f  <a href="#">2.6</a> b, c  <a href="#">2.7</a> c  <a href="#">2.8</a> b, i  <a href="#">2.9</a> a, c, d  <a href="#">2.10</a> c  <a href="#">2.12</a> b, c, d</p>	<p><b>BL Unit 5</b></p> <p><b>Comprehension:</b>  Make Inferences</p> <p><b>Metacognitive:</b>  Make Connections</p> <p><b>Phonics/Word Study:</b></p>	<p><b>Reading</b>  <a href="#">Flocabulary- Inferencing video</a>  <a href="#">Making Inferences Under the Microscope</a>  <a href="#">Read Write Think- Making Connections Lesson</a>  <a href="#">Read Write Think- Family Ties Lesson</a>  <a href="#">Explicit Information vs. Drawing Conclusions Lesson</a>  <a href="#">Blue Ribbon Interactive Activities</a>  <a href="#">Inference Game</a></p>	<p><b>Reading:</b>  -CSA #23 pg. 54  -CSA #24 pg. 55  -BLM 4/5– U5/W1  -BLM 6 – U5/W1  -BLM 1- U5/W2  -BLM 4- U5/W2</p>

	<p><a href="#">2.13</a> d, j <a href="#">2.5</a> a, b, c</p>	<p>unit 8-10, r control</p> <p><b>Writing:</b> Continue- Realistic Fiction Unit 2, 15 Days</p>	<p><a href="#">Sunny Days in 2nd Grade: Inferencing</a></p> <p><b>Small Group Resources</b> <a href="#">Make Inferences Activities</a> <a href="#">FCRR Station Activities- Story Elements and Summarize-</a> under Comprehension</p> <p><b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b> <a href="#">Reading and Writing Project- Writing Samples</a> <a href="#">Mentor Texts for Realistic Fiction</a></p>	<p>-BLM 2-U5/W3 -BLM 4-U5/W3 -BLM 6-U5/W3</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer's Workshop pg. 54-68</p>
5 Days	<p><a href="#">2.4</a> d <a href="#">2.5</a> a, b <a href="#">2.6</a> c <a href="#">2.7</a> b <a href="#">2.8</a> e, h, i <a href="#">2.9</a> f <a href="#">2.12</a> a, b, c, d <a href="#">2.13</a> c, d, j</p>	<p><b>MP2-Review, Reteach, Assess</b></p> <p><b>Phonics/Word Study:</b> Unit 11</p> <p><b>Writing:</b> End- Realistic Fiction Unit 2, 5 Days</p>		<p>-Use Writing Rubric from Benchmark Lit.</p>

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Course Title/ Course #: 2<sup>nd</sup> Grade English Language Arts

**Pacing Resources Assessments MP3**

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	<a href="#">2.1</a> a, b, c, d, e <a href="#">2.2</a> a, b, c, d, e <a href="#">2.3</a> a, c, d, f <a href="#">2.4</a> a, b, c, d, e <a href="#">2.5</a> a, b, c (WS) <a href="#">2.6</a> a, b, c, d <a href="#">2.7</a> d, e <a href="#">2.8</a> c, d, j <a href="#">2.9</a> e, f, h <a href="#">2.10</a> d <a href="#">2.11</a> <a href="#">2.12</a> a, b, c <a href="#">2.13</a> a, b, c, h <a href="#">2.14</a>	MP3-Ongoing	<p><b>Reading</b>  <a href="#">Reading A-Z Comprehension Graphic Organizers</a>  <a href="#">Benchmark Universe Teacher's Resources</a>  <a href="#">Read Alouds Online</a>  <a href="#">Mentor Text by Reading Skills</a></p> <p><b>Small Group Resources</b>  <a href="#">Classroom Theater-Reader's Theater Titles</a>  <a href="#">Reader's Theater Scripts and Plays</a>  <a href="#">Critique Form</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Dance Mat Typing Game</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p><b>Reading:</b>                      -Running Record                      -Comprehension Strategy Assessments (CSA)</p> <p><b>Phonics/Word Study:</b>                      -Writing Sort                      -PALS Quick Checks                      -Benchmark Phonics Assessment                      -(DSA)                      Developmental Spelling Assessment</p> <p><b>Writing:</b>                      -Published Writing Sample                      -Making Sense of the Writer's Workshop pg. 54-68</p>

15 Days	<a href="#">2.3</a> b <a href="#">2.6</a> a, b, c <a href="#">2.7</a> c <a href="#">2.8</a> h <a href="#">2.9</a> a, e, f <a href="#">2.10</a> b, c <a href="#">2.12</a> b, c, d <a href="#">2.13</a> d, e <a href="#">2.5</a> a, b, c	<b>BL Unit 6</b>  <b>Comprehension:</b> Summarize  <b>Metacognitive:</b> Fix-Up Monitoring  <b>Phonics/Word Study:</b> Unit 12-14  <b>Writing:</b> Begin- Informational Reports Unit 3, 15 Days	<b>Reading</b> <a href="#">Flocabulary- Reading and Writing video</a> <a href="#">Summarizing- Teacher Background Information</a> <a href="#">Reading Rockets article- 7 Strategies</a>  <b>Small Group Resources</b> <a href="#">FCRR Station Activities- Summarizing and Fix-Up Monitoring-</a> under Comprehension <a href="#">Henking Summarizing Graphic Organizers and Documents</a>  <b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a>  <b>Writing</b> <a href="#">Dance Mat Typing Game</a> <a href="#">Reading and Writing Project- Writing Samples</a>	<b>Reading:</b> CSA 27- pg. 58 CSA 28- pg. 59 BLM 4/5–U6/W1 BLM 6 –U6/W1 BLM 1- U6/W2 BLM 2- U6/W2 BLM 2-U6/W3 BLM 4-U6/W3 BLM 6-U6/W3  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68
15 Days	<a href="#">2.3</a> a <a href="#">2.6</a> a, b, c <a href="#">2.7</a> a <a href="#">2.8</a> a, i	<b>BL Unit 7</b>  <b>Comprehension:</b> Make Predictions  <b>Metacognitive:</b>	<b>Reading</b> <a href="#">Brain Pop Jr.- Make Predictions video</a> <a href="#">Watch Know Learn- Making Inferences activities</a> <a href="#">Flocabulary- Inferencing video</a>	<b>Reading:</b> -CSA #25 pg. 56 -CSA #26 pg. 57 -BLM 4/5–U7/W1

	<p><a href="#">2.9</a> a, e, f  <a href="#">2.10</a> a, b, c  <a href="#">2.12</a> b, c, d  <a href="#">2.13</a> d, e  <a href="#">2.5</a> a, b, c</p>	<p>Make Inferences</p> <p><b>Phonics/Word Study:</b>  Unit 15-17 (Consonant le pattern and hard/soft c/g)</p> <p><b>Writing:</b>  End- Informational Reports  Unit 3, 15 Days</p>	<p><a href="#">Making Inferences Under the Microscope</a></p> <p><b>Small Group Resources</b>  <a href="#">FCRR Station Activities- Make Predictions</a>- under Comprehension  <a href="#">Make Predictions Activities</a>  <a href="#">Inference Game</a>  <a href="#">Sunny Days in 2nd Grade: Inferencing</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Dance Mat Typing Game</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p>-BLM 6 – U7/W1  -BLM 2- U7/W2  -BLM 2-U7/W3  -BLM 4-U7/W3  -BLM 6-U7/W3</p> <p><b>Phonics/Word Study:</b>  -Writing Sort  -PALS Quick Checks  -Benchmark Phonics Assessment  -(DSA)  Developmental Spelling Assessment</p> <p><b>Writing:</b>  -Published Writing Sample  -Making Sense of the Writer’s Workshop pg. 54-68</p>
10 Days	<p><a href="#">2.3</a> a  <a href="#">2.6</a> a, b, c  <a href="#">2.7</a> b  <a href="#">2.8</a> e, f  <a href="#">2.9</a> a, c, d  <a href="#">2.10</a> a, b, c  <a href="#">2.12</a> c, d  <a href="#">2.13</a> i, j</p>	<p><b>BL Unit 8, Week 1 &amp; 2</b></p> <p><b>Comprehension:</b>  Compare and Contrast</p> <p><b>Metacognitive:</b>  Determine Text Importance</p>	<p><b>Reading</b>  <a href="#">Flocabulary- Reading and Writing video</a>  <a href="#">Read Works- Compare and Contrast Unit Lessons</a>  <a href="#">Compare and Contrast Activities</a>  <a href="#">Brain Pop Jr.- How to Read Nonfiction video</a>  <a href="#">Read Works-Using Explicit Information Lesson</a>  <a href="#">Nonfiction Text Feature video</a></p>	<p><b>Reading:</b>  -CSA #7 pg. 38  -CSA #8 pg. 39  -BLM 4/5–U8/W1  -BLM 6 – U8/W1  -BLM 1- U8/W2</p> <p><b>Phonics/Word</b></p>

	<a href="#">2.5</a> a, b, c	<p><b>Phonics/Word Study:</b> Unit 18-19</p> <p><b>Writing:</b> Begin- Persuasive Letters Unit 4, 5 Days</p>	<p><b>Small Group Resources</b> <a href="#">FCRR Station Activities- Compare and Contrast</a>- under Comprehension <a href="#">Bilingual Monster- Graphic Organizers and Passages</a></p> <p><b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b> <a href="#">Dance Mat Typing Game</a> <a href="#">Reading and Writing Project- Writing Samples</a> <a href="#">Mentor Texts for Persuasive Writing</a></p>	<p><b>Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68</p>
6 Days	<p><b>Cumulative Review</b></p> <p><a href="#">2.6</a> a, b, c <a href="#">2.7</a> a, b, c, e <a href="#">2.8</a> a, c, d, e, f, g, h, i <a href="#">2.9</a> a, b, e, f, g <a href="#">2.10</a> a, b, c <a href="#">2.12</a> a, b, c, d <a href="#">2.13</a> d <a href="#">2.5</a> a, b, c</p>	<p><b>MP3-Review, Reteach, Assess</b></p> <p><b>Phonics/Word Study:</b> Unit 20</p> <p><b>Writing:</b> Continue-Persuasive Letters Unit 4, 5 Days</p> <p><b>Performance &amp; Project Share</b></p>	<p>Projects: <a href="#">Project-based Learning Ideas</a> <a href="#">Actively Learn</a> <a href="#">Simple Wikipedia</a></p> <p>In-class project to share with students: Students write a persuasive letter on a topic they feel strongly about or a topic assigned to the class. Students share their opinions about their topic with the class. Some research may have to be done so check out the Simple Wikipedia website.</p>	<p>Performance &amp; Project Share</p>





Course Title/ Course #: 2<sup>nd</sup> Grade English Language Arts

**Pacing Resources Assessments MP4**

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	<a href="#">2.1</a> a, b, c, d, e <a href="#">2.2</a> a, b, c, d, e <a href="#">2.3</a> a, b, c, d, e, f <a href="#">2.4</a> a, b, c, d, e <a href="#">2.5</a> a, b, c (WS) <a href="#">2.6</a> a, b, c, d <a href="#">2.7</a> d <a href="#">2.8</a> c, d, j <a href="#">2.9</a> e, f, h <a href="#">2.10</a> d <a href="#">2.11</a> <a href="#">2.12</a> a, b, c, d <a href="#">2.13</a> a, b, c, h <a href="#">2.14</a>	MP4-Ongoing	<p><b>Reading</b>  <a href="#">Reading A-Z Comprehension Graphic Organizers</a>  <a href="#">Benchmark Universe Teacher's Resources</a>  <a href="#">Mentor Text by Reading Skills</a></p> <p><b>Small Group Resources</b>  <a href="#">Classroom Theater-Reader's Theater Titles</a>  <a href="#">Reader's Theater Scripts and Plays</a>  <a href="#">Critique Form</a></p> <p><b>Word Study</b>  <a href="#">Pearson Words Their Way PD Toolkit</a>  <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b>  <a href="#">Dance Mat Typing Game</a>  <a href="#">Reading and Writing Project- Writing Samples</a></p>	<p><b>Reading:</b>                      -Running Record                      -Comprehension Strategy Assessments (CSA)</p> <p><b>Phonics/Word Study:</b>                      -Writing Sort                      -PALS Quick Checks                      -Benchmark Phonics Assessment                      -(DSA)                      Developmental Spelling Assessment</p> <p><b>Writing:</b>                      -Published Writing Sample                      -Making Sense of the Writer's Workshop pg. 54-68</p>

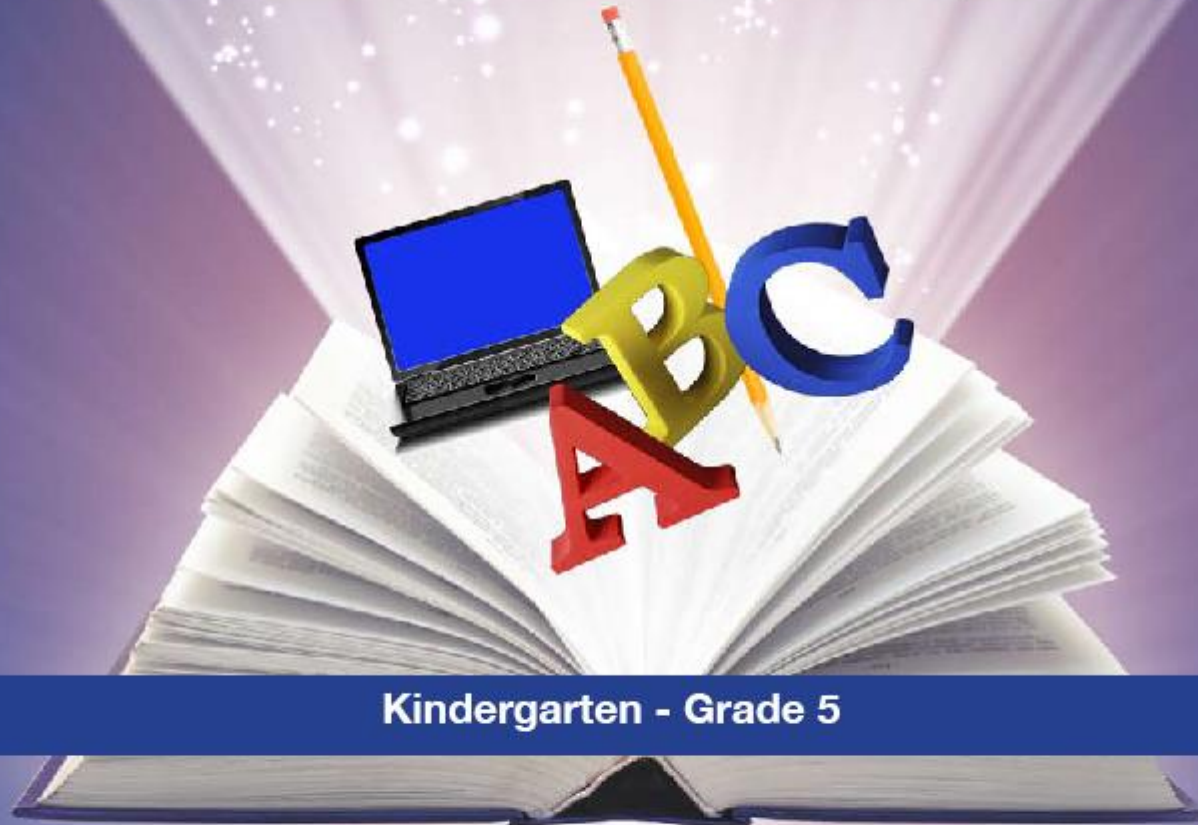
5 Days	<a href="#">2.3</a> a <a href="#">2.6</a> a, b, c <a href="#">2.7</a> b <a href="#">2.8</a> e, f <a href="#">2.9</a> a, c, d <a href="#">2.10</a> a, b, c <a href="#">2.12</a> c, d <a href="#">2.13</a> i, j <a href="#">2.5</a> a, b, c	<b>BL Unit 8, Week 3</b>  <b>Comprehension:</b> Compare and Contrast  <b>Metacognitive:</b> Determine Text Importance  <b>Phonics/Word Study:</b> Unit 22  <b>Writing:</b> Continue- Persuasive Letters Unit 4, 5 Days	<b>Reading</b> <a href="#">Flocabulary- Reading and Writing video</a> <a href="#">Read Works- Compare and Contrast Unit Lessons</a> <a href="#">Compare and Contrast Activities</a> <a href="#">Brain Pop Jr.- How to Read Nonfiction video</a> <a href="#">Read Works-Using Explicit Information Lesson</a> <a href="#">Nonfiction Text Feature video</a>  <b>Small Group Resources</b> <a href="#">FCRR Station Activities- Compare and Contrast-</a> under Comprehension <a href="#">Bilingual Monster- Graphic Organizers and Passages</a>  <b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a>  <b>Writing</b> <a href="#">Dance Mat Typing Game</a> <a href="#">Reading and Writing Project- Writing Samples</a> <a href="#">Mentor Texts for Persuasive Writing</a>	<b>Reading:</b> -CSA #7 pg. 38 -CSA #8 pg. 39 -BLM 2-U8/W3 -BLM 4-U8/W3 -BLM 6-U8/W3  <b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment  <b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68
15 Days	<a href="#">2.3</a> b <a href="#">2.6</a> a, b, c <a href="#">2.7</a> c <a href="#">2.8</a> b, e, i <a href="#">2.9</a> c, d, e, f <a href="#">2.10</a> b <a href="#">2.12</a> c, d	<b>BL Unit 9</b>  <b>Comprehension:</b> Cause and Effect  <b>Metacognitive:</b> Make Connections	<b>Reading</b> <a href="#">Making Connections Strategy Guide</a> <a href="#">Read Write Think- Family Ties Lesson</a>  <b>Small Group Resources</b> <a href="#">Flocabulary- Reading and Writing video</a> <a href="#">Brain Pop Jr.-Cause and Effect video</a>	<b>Reading:</b> -CSA #17 pg. 48 -CSA #18 pg. 49 -BLM 4/5-U9/W1 -BLM 6-U9/W1 -BLM 1- U9/W2 -BLM 3- U9/W2

	<p><a href="#">2.13</a> f, g <a href="#">2.5</a> a, b, c</p>	<p><b>Phonics/Word Study:</b> Continue Unit 20 (1 week) Unit 23, 25 contractions, 27</p> <p><b>Writing:</b> End- Persuasive Letters Unit 4, 8 Days Begin- Procedural Texts Unit 5, 15 Days</p>	<p><a href="#">Blue Ribbon Interactive Activities</a></p> <p><b>Word Study</b> <a href="#">Pearson Words Their Way PD Toolkit</a> <a href="#">Saranac Lakes Website-Word Sorts</a></p> <p><b>Writing</b> <a href="#">Dance Mat Typing Game</a> <a href="#">Reading and Writing Project- Writing Samples</a> <a href="#">Mentor Texts for Persuasive Writing</a> <a href="#">Resource for Procedural Text Writing</a></p>	<p>-BLM 4- U9/W2 -BLM 5- U9/W2</p> <p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68</p>
15 Days	<p><a href="#">2.3</a> b <a href="#">2.6</a> a, b, c <a href="#">2.8</a> i <a href="#">2.9</a> a, d, e, f, g <a href="#">2.10</a> a, b, c <a href="#">2.12</a> c, d <a href="#">2.13</a> e, f <a href="#">2.5</a> a, b, c</p>	<p><b>BL Unit 10</b></p> <p><b>Comprehension:</b> Drawing Conclusions</p> <p><b>Metacognitive:</b> Make Inferences</p> <p><b>Phonics/Word Study:</b> 3 week review- PALS features (beg/end, short vowel, nasal, digraph, blend, CVCe, other long vowel)</p>	<p><b>Drawing Conclusions:</b> <a href="#">Drawing Conclusions Passage Practice</a> <a href="#">Drawing Conclusions Quiz</a> <a href="#">Quia Inferences and Drawing Conclusions Quiz</a></p> <p><b>Make Inferences:</b> <a href="#">Watch Know Learn Inferences Activities</a> <a href="#">Flocabulary- Inferencing video</a> <a href="#">FCRR Station Activities- Make Inferences-</a> under Comprehension <a href="#">Making Inferences Under the Microscope</a></p>	<p><b>Reading:</b> -CSA #13 pg. 44 -CSA #14 pg. 45 -BLM 4/5-U10/W1 -BLM 6 – U10/W1 -BLM 1- U10/W2 -BLM 2- U10/W2 -BLM 4- U10/W2 -BLM 5- U10/W2 -BLM 2-U10/W3 -BLM 4-U10/W3 -BLM 6-U10/W3</p>

		<p><b>Writing:</b> Continue- Procedural Texts Unit 5, 15 Days</p>		<p><b>Phonics/Word Study:</b> -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p><b>Writing:</b> -Published Writing Sample -Making Sense of the Writer’s Workshop pg. 54-68</p>
10 Days	<p><a href="#">2.6</a> a, d <a href="#">2.7</a> e <a href="#">2.8</a> c, h, j <a href="#">2.9</a> e, h <a href="#">2.10</a> d <a href="#">2.11</a> <a href="#">2.5</a> a, b, c</p>	<p><b>MP4 – Review, Reteach, Performance and Project Share</b></p> <p><b>Phonics/Word Study:</b> *Unit 28-30 (2 week selective) – prefix/ suffix</p> <p><b>Writing:</b> Continue- Procedural Texts Unit 5, 10 Days</p>	<p>In-class project to share with class. Project suggestions: students brainstorm a variety of things they do that requires procedural writing, i.e. brushing your teeth, making a grilled cheese sandwich, etc. There can be more creative procedural writing, such as “how to sneak a monster into your house” or “how to babysit a grandparent.” Students can create posters with the directions, write a recipe or story.</p> <p><a href="#">Pinterest: Writing Projects for Procedural Texts</a></p>	<p>Performance and Project Share</p>

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# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Kindergarten - Grade 5**

Board of Education, Commonwealth of Virginia

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The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.

The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>

## Virginia *English Standards of Learning* Curriculum Framework 2010 Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

### *Understanding the Standard*

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

### *Essential Understandings*

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

### *Essential Knowledge, Skills, and Processes*

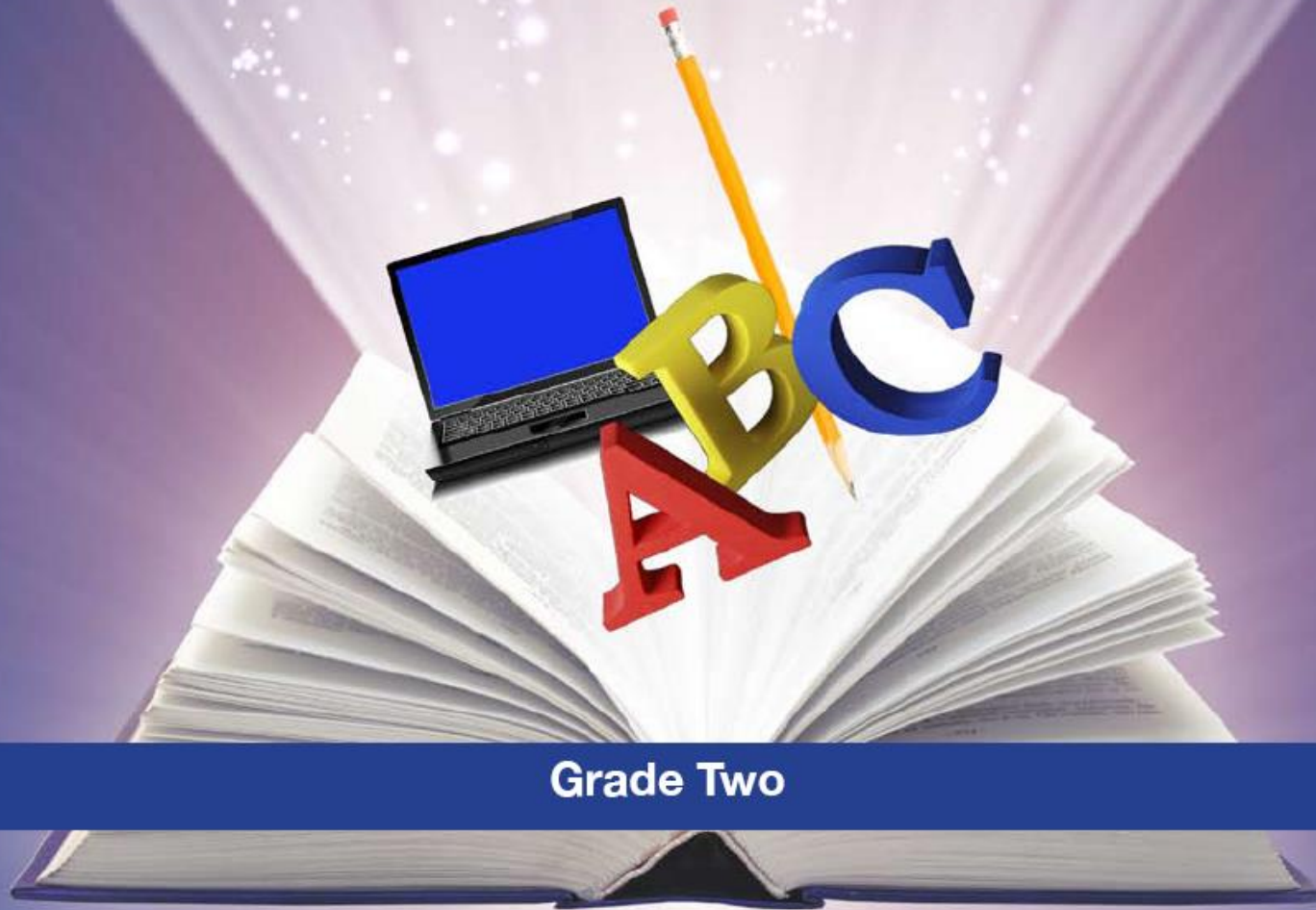
Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.





# English Standards of Learning CURRICULUM FRAMEWORK 2010



**Grade Two**

Board of Education, Commonwealth of Virginia

At the second-grade level, students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.1 The student will demonstrate an understanding of oral language structure.**

- a) **Create oral stories to share with others.**
- b) **Create and participate in oral dramatic activities.**
- c) **Use correct verb tenses in oral communication.**
- d) **Use increasingly complex sentence structures in oral communication.**
- e) **Begin to self-correct errors in language use.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to demonstrate their growth in the use of oral language and vocabulary.</li> <li>• Teachers will provide opportunities for students to use their knowledge of sentence structure, verb tenses, and vocabulary to create oral stories that have a beginning, middle, and end.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use the story structure of beginning, middle, and end to tell a story of an experience.</li> <li>• maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood.</li> <li>• add appropriate elaboration and detail while recounting or describing an event.</li> <li>• dramatize familiar stories (e.g., plays, skits, reader's theater).</li> <li>• use present, past, and future tenses appropriately.</li> <li>• provide a referent for pronouns (e.g., <i>Serena wanted to sing but she was afraid</i>).</li> <li>• demonstrate subject-verb agreement.</li> <li>• use more complex sentence structure with conjunctions, such as <i>while</i>, <i>when</i>, <i>if</i>, <i>because</i>, <i>so</i>, and <i>but</i>, when describing events and giving explanations.</li> <li>• speak in complete sentences when appropriate to task and situation to provide details and clarification.</li> <li>• begin to self-correct errors made when communicating orally.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
  - b) Use words that reflect a growing range of interests and knowledge.
  - c) Clarify and explain words and ideas orally.
  - d) Identify and use synonyms and antonyms.
  - e) Use vocabulary from other content areas.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will expand understanding and use of word meanings through the use of a variety of texts that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics.</li> <li>• Teachers will provide opportunities for students to use antonyms, synonyms, and descriptive language to explain and clarify ideas.</li> <li>• Growth in oral language aids in the development of fluency, vocabulary, and comprehension.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that specific vocabulary helps explain and clarify ideas.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss a variety of texts.</li> <li>• use appropriate descriptive language to express ideas, opinions, and feelings.</li> <li>• use language to categorize objects, people, places, or events.</li> <li>• explain the meanings of words within the context of how they are used.</li> <li>• ask questions to clarify or gain further information.</li> <li>• recognize when two or more different words are being used orally to mean contrasting or opposite things.</li> <li>• recognize when different words are being used orally to mean the same or similar things.</li> <li>• use synonyms and antonyms in oral communication.</li> <li>• use specific content area vocabulary in discussions.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.3 The student will use oral communication skills.**

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use oral language skills to respond appropriately in group situations.</li> <li>• Students learn to use selected vocabulary and information to match their purpose — to inform, to persuade, to entertain, to clarify, and to respond.</li> <li>• Students will learn to retell information as they continue to share stories.</li> <li>• Teachers should provide opportunities for students to learn the dynamics and roles of working in small groups.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that oral communication can be used for a variety of purposes.</li> <li>• participate in group activities by sharing stories or information and by following and giving directions.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led).</li> <li>• participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond).</li> <li>• ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).</li> <li>• follow rules for discussions and assigned group roles.</li> <li>• use proper pitch and volume.</li> <li>• speak clearly and distinctly.</li> <li>• share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details.</li> <li>• select vocabulary and nonverbal expressions appropriate to purpose and audience.</li> <li>• express ideas clearly and in an organized manner.</li> <li>• contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting.</li> <li>• confer with small-group members about how to present information to the class.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.3 The student will use oral communication skills.**
- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
  - b) Share stories or information orally with an audience.
  - c) Participate as a contributor and leader in a group.
  - d) Retell information shared by others.
  - e) Follow three- and four-step directions.
  - f) Give three- and four-step directions.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"> <li>• carry out a specific group role, such as leader, recorder, materials manager, or reporter.</li> <li>• engage in taking turns in conversations by:                             <ul style="list-style-type: none"> <li>◦ making certain all group members have an opportunity to contribute;</li> <li>◦ listening attentively by making eye contact while facing the speaker; and</li> <li>◦ eliciting information or opinions from others.</li> </ul> </li> <li>• follow three-step and four-step directions.</li> <li>• give three-step and four-step directions.</li> <li>• sequence three or four steps chronologically in oral directions.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**
- Count phonemes (sounds) within one-syllable words.**
  - Blend sounds to make one-syllable words.**
  - Segment one-syllable words into individual speech sounds (phonemes).**
  - Add or delete phonemes (sounds) to make words.**
  - Blend and segment multisyllabic words at the syllable level.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>The intent of this standard is that students will orally identify, produce, and manipulate various units of speech sounds within words.</li> <li>Explicit, step by step, instruction is engaging and allows students to consciously reflect on and manipulate sounds.</li> <li>Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment, substitute and blend sounds to make words.</li> <li>Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are <i>phonologically aware</i> demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels.</li> <li>Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand that spoken words are made up of individual phonemes, which can be manipulated to make new words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/).</li> <li>isolate and manipulate phonemes.</li> <li>blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip).</li> <li>segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/).</li> <li>add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map).</li> <li>delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).</li> <li>blend and segment multisyllabic words at the syllable level.</li> </ul> <p>identify syllables in a word (e.g., students tap <i>snowball</i> → /snow/- /ball/, clap out the word <i>hamburger</i> → /ham/- /bur/-/ger/).</p> <ul style="list-style-type: none"> <li>state the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → <i>fantastic</i>).</li> </ul>



Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

- a) Count phonemes (sounds) within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into individual speech sounds (phonemes).
- d) Add or delete phonemes (sounds) to make words.
- e) Blend and segment multisyllabic words at the syllable level.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• <b>Phonemes</b> are the smallest units of sound in language (e.g., man has three phonemes /m/-/a/-/n/).</li> <li>• Students who are <i>phonemically aware</i> are able to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment, and manipulate them.</li> <li>• Students orally <b>blend</b> phonemes (sounds) together to make a word (e.g., /m/-/a/-/n/ → man, /ch/-/o/-/p/ → chop).</li> <li>• Students <b>segment</b> spoken words into individual sounds (e.g., man → /m/- /a/- /n/, chop → /ch/- /o/- /p/).</li> </ul>		<ul style="list-style-type: none"> <li>• delete a syllable from a word and state what remains (e.g., say <i>celebrate</i> without <i>brate</i> [<i>cele</i>]).</li> <li>• manipulate sounds in words to form new or nonsense words.</li> </ul>

At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.5 The student will use phonetic strategies when reading and spelling.**
- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.**
  - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.**
  - c) Decode regular multisyllabic words.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words.</li> <li>• <b>Consonant blends</b> are voiced (each letter is heard) combinations of two or three consonants (e.g., <i>fl-</i>, <i>cl-</i>, <i>dr-</i>, <i>str-</i>).</li> <li>• <b>Consonant digraphs</b> are combinations of two consonants forming a new sound (e.g., <i>sh-</i>, <i>wh-</i>, <i>ch-</i>, <i>th-</i>).</li> <li>• <b>R-controlled vowel patterns</b> – when a vowel is followed by an <i>r</i> it makes a special sound (e.g., <i>/ar/-</i> as in <i>car</i>, <i>/or/-</i> as in <i>storm</i>, <i>/ir/-</i> as in <i>bird</i>, <i>/ur/-</i> as in <i>turn</i>, <i>/er/-</i> as in <i>butter</i>).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand the need to apply phonetic strategies to decode and spell words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of consonants and consonant blends to decode and spell words.</li> <li>• apply knowledge of consonant digraphs (<i>sh</i>, <i>wh</i>, <i>ch</i>, <i>th</i>) to decode and spell words.</li> <li>• distinguish long and short vowels when reading one-syllable regularly spelled words.</li> <li>• apply knowledge of the consonant-vowel patterns, such as CV (e.g., <i>go</i>), VC (e.g., <i>in</i>), CVC (e.g., <i>pin</i>), CVCE (e.g., <i>take</i>), CVVC (e.g., <i>wait</i>), and CVCC (e.g., <i>wind</i>), to decode and spell words.</li> <li>• apply knowledge of r-controlled vowel patterns to decode and spell words.</li> <li>• read regularly spelled one- and two-syllable words automatically.</li> <li>• decode regular multisyllabic words.</li> <li>• use phonetic strategies and context to self-correct for comprehension.</li> <li>• decode words with common prefixes and suffixes.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.
- d) Reread and self-correct.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use information from the story and their knowledge of semantic clues and syntax to expand vocabulary when reading.</li> <li>• <b>Semantic clues</b> are words that provide meaning and help readers decode and comprehend a text (e.g., The <i>bear</i> scared me. The test was a <i>bear</i>.)</li> <li>• <b>Syntactic (syntax) knowledge</b> is based on familiar word order or grammar that helps readers determine meaning (e.g., students familiar with oral language would know which of the following two sentences sounds right and/or makes sense: <i>The pitcher threw the ball</i> or <i>The ball threw the pitcher</i>).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that they will use a variety of strategies to read unfamiliar words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use meaning clues to support decoding.</li> <li>• use surrounding words in a sentence to determine the meaning of a word.</li> <li>• determine which of the multiple meanings of a word in context makes sense by using semantic clues.</li> <li>• use knowledge of word order, including subject, verb, and adjectives, to check for meaning.</li> <li>• use story structure, titles, pictures, and diagrams to check for meaning.</li> <li>• use phonetic strategies, semantic clues, and syntax to reread and self-correct.</li> <li>• reread to clarify meaning.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.7 The student will expand vocabulary when reading.**
- a) Use knowledge of homophones.
  - b) Use knowledge of prefixes and suffixes.
  - c) Use knowledge of antonyms and synonyms.
  - d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
  - e) Use vocabulary from other content areas.

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will expand their vocabulary through an understanding of homophones, prefixes, suffixes, synonyms, and antonyms.</li> <li>• Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas.</li> <li>• <b>Homophones</b> are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).</li> <li>• <b>Antonyms</b> are words with opposite meanings (e.g., off/on, fast/slow).</li> <li>• <b>Synonyms</b> are words with similar meanings (e.g., small, little, tiny).</li> <li>• <b>Affixes</b> are word elements that are attached to a stem, base, or root. Common affixes are <b>prefixes</b>, which are added to the beginning of words (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>non-</i> and <i>pre-</i>), and <b>suffixes</b>, which are added to the end of words (e.g., <i>-ly</i>, <i>-er</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them read unfamiliar words.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use knowledge of homophones (e.g., such as <i>pair</i> and <i>pear</i>).</li> <li>• identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>).</li> <li>• use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>sign</i>, <i>signal</i>).</li> <li>• use common prefixes and suffixes to decode words.</li> <li>• determine the meaning of words when a known prefix is added to a known word (e.g., <i>tie/untie</i>, <i>fold/unfold</i>, <i>write/rewrite</i>, <i>call/recall</i>).</li> <li>• supply synonyms and antonyms for a given word.</li> <li>• use knowledge of antonyms when reading (e.g., <i>hot/cold</i>, <i>fast/slow</i>, <i>first/last</i>).</li> <li>• use knowledge of synonyms when reading (e.g., <i>small/little</i>, <i>happy/glad</i>).</li> <li>• demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., <i>Maria's</i>).</li> <li>• demonstrate an understanding of the meaning of contractions (e.g., <i>don't- do not</i>).</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.7 The student will expand vocabulary when reading.**
- a) Use knowledge of homophones.
  - b) Use knowledge of prefixes and suffixes.
  - c) Use knowledge of antonyms and synonyms.
  - d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
  - e) Use vocabulary from other content areas.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
		<ul style="list-style-type: none"> <li>• discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).</li> <li>• use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).</li> <li>• use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.8 The student will read and demonstrate comprehension of fictional texts.**
- a) Make and confirm predictions.**
  - b) Relate previous experiences to the main idea.**
  - c) Ask and answer questions about what is read.**
  - d) Locate information to answer questions.**
  - e) Describe characters, setting, and important events in fiction and poetry.**
  - f) Identify the problem and solution.**
  - g) Identify the main idea.**
  - h) Summarize stories and events with beginning, middle, and end in the correct sequence.**
  - i) Draw conclusions based on the text.**
  - j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fictional texts.</li> <li>• Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions.</li> <li>• Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading.</li> <li>• Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea.</li> <li>• The <b>main idea</b> is the most important idea from the paragraph or story.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that comprehension requires making, confirming and revising predictions.</li> <li>• understand that they must attend to the details of the text in order to comprehend.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• set a purpose for reading.</li> <li>• use prior knowledge to predict information, and to interpret pictures and diagrams.</li> <li>• use titles and headings to generate ideas about the text.</li> <li>• use information from the text to make predictions before, during and after reading.</li> <li>• use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions).</li> <li>• find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions).</li> <li>• apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution).</li> <li>• ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.8 The student will read and demonstrate comprehension of fictional texts.**
- a) Make and confirm predictions.**
  - b) Relate previous experiences to the main idea.**
  - c) Ask and answer questions about what is read.**
  - d) Locate information to answer questions.**
  - e) Describe characters, setting, and important events in fiction and poetry.**
  - f) Identify the problem and solution.**
  - g) Identify the main idea.**
  - h) Summarize stories and events with beginning, middle, and end in the correct sequence.**
  - i) Draw conclusions based on the text.**
  - j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• Teachers should provide opportunities for students to respond in writing to what is read.</li> <li>• To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS):                             <ul style="list-style-type: none"> <li>◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.</li> <li>◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• begin to skim for information to answer questions.</li> <li>• explain how illustrations and images contribute to and clarify text.</li> <li>• describe a character’s traits, feelings, and actions as presented in a story or poem.</li> <li>• describe how characters in a story or poem respond to key events.</li> <li>• describe the setting and important events of a story.</li> <li>• identify the problems and solutions in stories.</li> <li>• use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.</li> <li>• compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories).</li> <li>• determine the main idea or theme of paragraphs or stories.</li> <li>• begin to use knowledge of transition words (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized in sequence.</li> <li>• organize information, using graphic organizers (e.g., story map, sequence of events).</li> </ul>



Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.8 The student will read and demonstrate comprehension of fictional texts.**
- a) **Make and confirm predictions.**
  - b) **Relate previous experiences to the main idea.**
  - c) **Ask and answer questions about what is read.**
  - d) **Locate information to answer questions.**
  - e) **Describe characters, setting, and important events in fiction and poetry.**
  - f) **Identify the problem and solution.**
  - g) **Identify the main idea.**
  - h) **Summarize stories and events with beginning, middle, and end in the correct sequence.**
  - i) **Draw conclusions based on the text.**
  - j) **Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</li> <li>• <b>Prosody</b> refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</li> </ul>		<ul style="list-style-type: none"> <li>• use the framework of beginning, middle, and end to summarize and retell story events.</li> <li>• describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).</li> <li>• write responses to what they read (e.g., response logs, write the story with a new ending).</li> <li>• practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.</li> <li>• pause at commas and periods during oral reading.</li> <li>• apply phonics, meaning clues, and language structure to decode words and increase fluency.</li> </ul>

**2.8 The student will read and demonstrate comprehension of fictional texts.**

- k) Make and confirm predictions.**
- l) Relate previous experiences to the main idea.**
- m) Ask and answer questions about what is read.**
- n) Locate information to answer questions.**
- o) Describe characters, setting, and important events in fiction and poetry.**
- p) Identify the problem and solution.**
- q) Identify the main idea.**
- r) Summarize stories and events with beginning, middle, and end in the correct sequence.**
- s) Draw conclusions based on the text.**
- t) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

• The table below presents the results of research on oral reading fluency rates for students at the 90<sup>th</sup>, 75<sup>th</sup> and 50<sup>th</sup> percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for second-grade students reading second-grade text:

Percentile	<u>Fall</u> <u>WCPM</u>	<u>Midyear</u> <u>WCPM</u>	<u>Spring</u> <u>WCPM</u>
90	106	125	142
75	79	100	117
50	51	72	89

Hasbrouck, J.E., & Tindal, G.A. (2006)

• When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.\*

- use the framework of beginning, middle, and end to summarize and retell story events.
- describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).
- write responses to what they read (e.g., response logs, write the story with a new ending).
- practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.
- pause at commas and periods during oral reading.
- apply phonics, meaning clues, and language structure to decode words and increase fluency.

\* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.9 The student will read and demonstrate comprehension of nonfiction texts.**
- a) Preview the selection using text features.
  - b) Make and confirm predictions about the main idea.
  - c) Use prior and background knowledge as context for new learning.
  - d) Set purpose for reading.
  - e) Ask and answer questions about what is read.
  - f) Locate information to answer questions.
  - g) Identify the main idea.
  - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</li> <li>• Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions.</li> <li>• Students will also begin to learn the skills of summarizing and skimming to locate specific information in nonfiction text.</li> <li>• Students will continue to respond in writing to what is read.</li> <li>• The <b>main idea</b> is the most important idea from the paragraph or story.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of nonfiction.</li> <li>• understand that comprehension requires making, confirming and revising predictions.</li> <li>• understand that they must attend to the details of the text in order to comprehend.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• set a purpose for reading.</li> <li>• use prior knowledge to predict information.</li> <li>• interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.</li> <li>• explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text.</li> <li>• use titles and headings to generate ideas about the text.</li> <li>• skim text for section headings, bold type, and picture captions to help set a purpose for reading.</li> <li>• use print clues, such as bold type, italics, and underlining, to assist in reading.</li> <li>• use information from the text to make and revise predictions.</li> <li>• use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.9 The student will read and demonstrate comprehension of nonfiction texts.**
- a) Preview the selection using text features.
  - b) Make and confirm predictions about the main idea.
  - c) Use prior and background knowledge as context for new learning.
  - d) Set purpose for reading.
  - e) Ask and answer questions about what is read.
  - f) Locate information to answer questions.
  - g) Identify the main idea.
  - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
  - i)

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• Common graphic organizers include:                             <ul style="list-style-type: none"> <li>◦ Venn diagram;</li> <li>◦ cause and effect;</li> <li>◦ sequencing;</li> <li>◦ compare and contrast; and</li> <li>◦ cycle.</li> </ul> </li> <li>• Fluency develops as students have many opportunities to practice reading at their independent reading level.</li> </ul>		<ul style="list-style-type: none"> <li>• use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions).</li> <li>• use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., <i>first, second, next</i>).</li> <li>• begin to skim text for information to answer specific questions.</li> <li>• use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between:                             <ul style="list-style-type: none"> <li>◦ personal experiences and the text;</li> <li>◦ the current text and other texts read; and</li> <li>◦ what is known about the topic and what is discovered in the new text.</li> </ul> </li> <li>• determine the main idea.</li> <li>• identify the sequence of steps in functional text such as recipes or other sets of directions.</li> <li>• follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).</li> <li>• ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how).</li> <li>• locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts,</li> </ul>

		<p>tables of contents).</p> <ul style="list-style-type: none"><li>• begin to use knowledge of transition words (signal words) (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized.</li><li>• organize information, using graphic organizers.</li><li>• write responses to what they read.</li><li>• reread as necessary to confirm and self-correct for word accuracy and comprehension.</li></ul>
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Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.10 The student will demonstrate comprehension of information in reference materials.**

- a) Use table of contents.**
- b) Use pictures, captions, and charts.**
- c) Use dictionaries, glossaries, and indices.**
- d) Use online resources.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will use available reference materials to locate information.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand how to locate information in simple reference materials.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• locate titles and page numbers, using a table of contents.</li> <li>• use a table of contents to locate information in content-area books.</li> <li>• interpret pictures, captions, diagrams, and tables.</li> <li>• interpret information presented in bar graphs, charts, and pictographs.</li> <li>• use dictionaries, glossaries, and indices to locate key facts or information.</li> <li>• consult reference materials as needed to spell, check spelling, and understand grade-appropriate words.</li> <li>• alphabetize words to the second and third letter.</li> <li>• locate words in reference materials, using first, second, and third letter.</li> <li>• locate guide words, entry words, and definitions in dictionaries and indices.</li> <li>• use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).</li> </ul>

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will maintain legible printing while making the transition to cursive.</li> <li>• When to make the transition to cursive is a local decision, however, once begun, cursive writing should be taught and practiced in a systematic, direct manner.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that legible printing is an important tool of written communication.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write legibly.</li> <li>• space words in sentences.</li> <li>• space sentences in writing.</li> <li>• learn basic strokes for cursive.</li> </ul>



Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.12 The student will write stories, letters, and simple explanations.**
- a) Generate ideas before writing.**
  - b) Organize writing to include a beginning, middle, and end for narrative and expository writing.**
  - c) Expand writing to include descriptive detail.**
  - d) Revise writing for clarity.**

<p><b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)</p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p>
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to learn the process for communicating their ideas through writing.</li> <li>• The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing.</li> <li>• At this level, teachers should introduce two important modes for writing:                             <ul style="list-style-type: none"> <li>◦ <b>Informative/explanatory</b> – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and</li> <li>◦ <b>Narrative</b> - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences.</li> </ul> </li> <li>• The three domains of writing are:                             <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; providing a beginning, middle, and end);</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that written communication should be well planned and clear to the reader.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• generate ideas and organize information before writing by:                             <ul style="list-style-type: none"> <li>◦ participating in brainstorming activities;</li> <li>◦ making lists of information;</li> <li>◦ talking to classmates or teacher about what to write; and</li> <li>◦ using graphic organizers to plan their writing.</li> </ul> </li> <li>• include a beginning, middle, and end in narrative and expository writing.</li> <li>• participate in shared research and writing projects.</li> <li>• write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement.</li> <li>• write narratives describing events with details, sequence, and a closure.</li> <li>• stay on topic.</li> <li>• write complete sentences.</li> <li>• begin to compose paragraphs.</li> <li>• use adjectives to elaborate and expand simple sentences.</li> <li>• describe events, ideas, and personal stories with descriptive details.</li> <li>• use time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize their w</li> <li>• riting.</li> </ul>

- 2.12 The student will write stories, letters, and simple explanations.**
- a) Generate ideas before writing.**
  - b) Organize writing to include a beginning, middle, and end for narrative and expository writing.**
  - c) Expand writing to include descriptive detail.**
  - d) Revise writing for clarity.**

<p><b>written expression</b> – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and</p> <ul style="list-style-type: none"> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse (e.g.,</li> <li>• The intent of this standard is that students will continue to learn the process for communicating their ideas through writing.</li> <li>• The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing.</li> <li>• At this level, teachers should introduce two important modes for writing:             <ul style="list-style-type: none"> <li>◦ <b>Informative/explanatory</b> – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and</li> <li>◦ <b>Narrative</b> - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences.</li> </ul> </li> <li>• The three domains of writing are:             <ul style="list-style-type: none"> <li>◦ <b>composing</b> – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; providing a beginning, middle, and end);</li> <li>◦ <b>written expression</b> – those features that</li> </ul> </li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that written communication should be well planned and clear to the reader.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• produce, and expand complete simple and compound sentences (e.g., <i>The girl listened to the music; The little girl listened to the loud music</i>).</li> <li>• strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details).</li> </ul>
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Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.13 The student will write stories, letters, and simple explanations.**

- a) **Generate ideas before writing.**
- b) **Organize writing to include a beginning, middle, and end for narrative and expository writing.**
- c) **Expand writing to include descriptive detail.**
- d) **Revise writing for clarity.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and <ul style="list-style-type: none"> <li>◦ <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). (Note: Students are not expected to know these terms.)</li> </ul>		<ul style="list-style-type: none"> <li>• consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries).</li> <li>• delete or add words to clarify meaning during the revising process.</li> <li>• avoid stringing ideas together with <i>and</i> or <i>then</i>.</li> <li>• begin to learn and use the writing domains of composing, written expression, and usage/mechanics.</li> </ul>

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 2.14** The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
  - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
  - c) Capitalize all proper nouns and the word *I*.
  - d) Use singular and plural nouns and pronouns.
  - e) Use apostrophes in contractions and possessives.
  - f) Use contractions and singular possessives.
  - g) Use knowledge of simple abbreviations.
  - h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
  - i) Use commas in the salutation and closing of a letter.
  - j) Use verbs and adjectives correctly in sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>• The intent of this standard is that students will continue to learn to edit and self-correct their writing.</li> <li>• Students should apply grammatical rules to their writing.</li> <li>• <b>Declarative sentences</b> form a statement (e.g., She is my friend.).</li> <li>• <b>Interrogative sentences</b> form a question (e.g., What time is it?).</li> <li>• <b>Exclamatory sentences</b> use powerful emotions or feelings (e.g., We won the game!).</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize and use complete sentences.</li> <li>• punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point).</li> <li>• capitalize all proper nouns and words at the beginning of sentences.</li> <li>• capitalize the word <i>I</i>.</li> <li>• use singular and plural nouns and pronouns.</li> <li>• use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, fish</i>).</li> <li>• use apostrophes to form contractions and common singular possessives.</li> <li>• identify simple abbreviations, including those for titles (e.g., <i>Mr., Mrs., Ms., and Dr.</i>), calendar words (e.g., <i>Jan., Feb., Mon., Tue.</i>), and address words (e.g., <i>St., Rd.</i>).</li> <li>• spell commonly used sight words, compound words, and regular plurals correctly.</li> </ul>

		<ul style="list-style-type: none"><li>• use commas in the salutation (e.g., <i>Dear Tyrell,</i> ) and closing (e.g., <i>Sincerely,</i> ) of a letter.</li><li>• use verbs and adjectives correctly in sentences (e.g., The friendly <i>girls talk</i> loudly. The friendly <i>girl talks</i> loudly.).</li></ul>
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Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

**2.15 The student will use available technology for reading and writing.**

<b>UNDERSTANDING THE STANDARD</b> (Teacher Notes)	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b>
<ul style="list-style-type: none"> <li>The intent of this standard is that students will make use of available technology for reading and writing.</li> <li>Provide opportunities for students to explore and use available technology to facilitate their reading and writing.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>use available technology for reading and writing.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>use available technology and media for reading and writing, including in collaboration with peers.</li> <li>use available technology to produce writing.</li> <li>use available media for reading and writing.</li> <li>ask and respond to questions about material presented through various media formats.</li> </ul>

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