# Understanding the Standards- Grade 2

Developing foundational literacy skills continues to be a priority in second grade. When reading and writing, a student will apply more complex phonics patterns and common affixes. Fluency continues to be a focus of instruction with students reading and rereading grade level texts with prosody, accuracy, and appropriate rate. The student will continue to build world and word knowledge by being immersed in an environment filled with literary and informational texts. The student will deepen their understanding of genre types with a focus on fairy tales across cultures. The student will expand vocabulary by speaking and listening effectively in classroom discussions. The student will continue to expand their comprehension of texts by participating in collaborative discussions and writing about their reading. The student will begin to make the transition to cursive handwriting. The student will understand writing as a process, will write in a variety of forms and for a variety of purposes including across content areas, and will focus on foundational language usage skills to include grammar and mechanics. The student will research using available resources to complete a research product.

## Foundations for Reading

### 2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

1. Isolate sounds in four and five phoneme words.
2. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).

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| **2.FFR.2 Phonological and Phonemic Awareness: The student will orally identif**y **and** **produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).**  |
| * The purpose of phonemic awareness instruction is to support decoding (reading) and encoding (spelling).  **Ultimately, blending phonemes into words and segmenting words into phonemes are the most critical skills.**
* Phonological awareness is the ability to demonstrate understanding of spoken words, syllables, and phonemes (individual sounds)
* Phonemic awareness is the ability to perceive the smallest units of sound in a word.  Phonemic awareness is a subset of phonological awareness. Phonemes are the smallest unit of sound within a word. For example, the word *glad* has four phonemes: /g/ /l/ /a/ /d/. The word stress has five phonemes: /s/ /t/ /r/ /e/ /s/.  Phonemic awareness skills include blending, segmenting, isolating, and manipulating sounds.
	+ Blending is the ability to combine sounds to form a whole word. “*What word is /s/ /t/ /a/ /m/ /p /?” stamp*
	+ Segmenting is the ability to separate a word into individual phonemes and say each sound. “*How many sounds in stamp?”  (five) “Can you say them sound by sound?” /s/ /t/ /a/ /m/ /p/*
	+ Isolating is the ability to recognize an individual sound in a word.  “*What is the first sound in stamp?” /s/ “What is the second sound in stamp?” /t/ “What is the third sound in stamp?” /a/ “What is the fourth sound in stamp?” /m/ “What is the final/last sound in stamp?” /p*/
	+ Manipulating is the ability to delete, add, or substitute a sound.  Deleting means to take a sound away. For example, “What is cluck with*out the /c/?”  (luck)*. When given a word, students can make a new word by adding a sound.  For example, *“What word do you have if you add /c/ to the beginning of luck? (cluck)* Substituting is when a student makes a new word by replacing one phoneme for another.  For example, “*The word is cluck.  Change /ck/ to /tch/.  What is your new word? (clutch)*
* ***Manipulation tasks (deletion, addition, and substitution) should be done with letters to reinforce the links between phonemes (sounds) and graphemes (letters or letter patterns).***
* ***Phonological sensitivity tasks such as rhyme, alliteration, syllable awareness, onset and rime should not be barriers to instruction in phonemic awareness.***
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###  2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

1. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).
2. Decode and encode words with vowel teams and r-controlled vowels.
3. Use knowledge of syllabication and syllable types to decode words.
4. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.
5. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

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|  **2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.**   |
| * ***Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig et al, pg. 170)***
	+ Phonetic principles include decoding (reading) and encoding (spelling).
	+ Decoding is the ability to read a word from print to speech using grapheme-phoneme (letter to sound) correspondences.
* Encoding is the ability to spell a word from speech to print using phoneme-grapheme (sound-letter) correspondences.
* Second graders continue to develop a more complex understanding of the English spelling system. They deepen their knowledge of various consonant and vowel graphemes to include:
	+ Consonant Graphemes (definitions from LETRS pg. 176)
		- Single Letter- a single consonant letter that represents a single consonant phoneme*, e.g., b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z*
		- Digraph- two letters that make one sound*, e.g., ch, sh, th, wh, ph, ck*
		- Blends- consonant cluster found at the beginning and/or ending ofwords*, e.g.,* ***gl****ad, ju****mp****, fa****st****,* ***tr****ap,* ***st****a****nd***
		- Trigraphs- three letters that make one sound*, e.g bri****dge,*** *pi****tch.***
	+ Vowel Graphemes (definitions from LETRS pg. 176)
		- Single Letter- a single vowel that represents a single vowel phoneme*, e.g., short vowels: c****a****p, h****i****t, w****e****d, f****u****ss, cl****o****ck and long vowels in open syllables: n****o****, h****i****, w****e****, m****u****sic*
		- Vowel-Consonant-E- a common pattern for spelling a long vowel sound with a final e at the end, *e.g., g****a****t****e****, P****e****t****e****, m****u****l****e****, h****o****p****e****, f****i****v****e***
		- R-Controlled Vowels- a single vowel letter followed by r that stands for a unique vowel sound*, e.g., c****ar****, sp****or****t, h****er****, b****ir****d, h****ur****t*
		- Vowel Teams- a combination of two, three, or four letters that stand for a vowel sound *e.g., h****ea****d, b****oo****k, c****oa****t, th****igh****, w****eigh****, b****oi****l, sh****ou****t*
* Multisyllabic words are words with more than one syllable, *e.g., robot, heavy, perfection, uncomfortable.*
* In second grade, students will learn to recognize syllables to break a word into smaller chunks and decode by blending syllables.
* Students will apply their knowledge of decoding single syllable words to decoding multisyllabic words.
* Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
* Syllable Types - The first five syllable types are all found in single syllable words.
	+ Closed syllables end in a consonant(s) and the vowel sound is short *e.g., bra****g****, ju****mp****,* ***pic\*nic\****
	+ Open syllables end in a single vowel and the vowel sound is long *e.g. h****e****, h****i****, b****a****\*b****y***
	+ Vowel- Consonant-e syllables contain a long-vowel sound spelled with one vowel letter followed by one consonant and a silent *e, e.g. pro****vide\*,*** *tad****pole\****
	+ R- Controlled syllables contain a letter combination made up of a vowel followed by the letter -r that stands for a unique vowel sound, *e.g.-* ***per\*****fect,* ***snor\*****kel.*
	+ Vowel Team syllables can contain a short vowel, long vowel, or diphthong sound spelled with a vowel combination, *e.g. can****teen\*****,* ***poi\*****son, com****plain\*****.*
	+ Consonant-le syllables are a final, separate syllable containing a consonant followed by the letters le, *ap****ple\*****, ta****ble\**** *.  This is the only syllable type that cannot be in single syllable words.*
* In Second Grade students will also include the ability to apply affixes (prefixes and suffixes) to decode unknown multisyllabic words with known word parts.
	+ Prefixes are meaningful word parts that come at the beginning of a word.  For example *un-* in the word *unclean*.
	+ Suffixes are meaningful word parts that come at the end of a word. For example *-ful* in the word *grateful*.
* Second Grade students need to be shown how to be flexible when using strategies to decode multisyllabic words.  This instruction is to support students’ success with reading grade level text accurately and fluently.
* The process that students use to learn phonetically regular words is the same process that students learn to read phonetically irregular words.  The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.
	+ Regular words are words that have a predictable grapheme-phoneme correspondence.
	+ Irregular words are those that cannot be readily decoded because they contain a grapheme-phoneme correspondence that is unique to that word or a few words. Some words are permanently irregular such as ***of,*** ***said***, ***to***.  Some words are temporarily irregular in that the student has not learned that specific grapheme-phoneme correspondence in the scope and sequence yet. For example, learning the word ***say*** before students are taught the -ay vowel team.
* Other terminology to know:
	+ High Frequency words are those that appear more frequently in text. Examples include lists from HQIM, Fry or Dolch lists.
* Phonics instruction needs to be taught in a manner that is ***explicit***, ***systematic***, and ***cumulative***.
	+ ***Explicit*** instruction in ‘unambiguous’ (Archer).  It requires direct teaching of concepts with continuous student teacher interaction. (IDA, infographic). Teachers utilize corrective and reinforcement feedback throughout the lesson. Explicit instruction follows the gradual release of responsibility model including “I Do, We Do, You Do” steps.
	+ ***Systematic*** instruction means that the concepts follow a logical order. The sequence begins with the easier concepts and moves to more complex concepts. (IDA). It is vital to utilize a phonics scope and sequence to ensure students receive vertically aligned instruction.
	+ ***Cumulative*** instruction means that each step is based on concepts previously learned.  (IDA) Teachers need to spiral skills to ensure that over time, students reach mastery.
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## Developing Skilled Readers and Building Reading Stamina

### 2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.

1. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.  Monitor while reading to confirm or self-correct word recognition and understanding as necessary **(Reading Fluency, K-12).**
2. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12).**
3. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
5. **(Reading Strategies, 3-12)**:Introducedin Grade Three.

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.**   |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation.
* This standard is intended to acknowledge the complex nature of comprehension.  Reading comprehension is not a single ability (Catts and Kamhi, 2017).  Therefore, in the primary grades, it is important to build students’ world and word knowledge as well as develop their ability to decode using letter sound relationships. To do this, teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in second grade will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension, providing them the knowledge they need so that in later years, when they do take on the decoding, they are able to successfully comprehend texts. In addition, teachers need to teach letter-sound relationships and utilize texts that support novice readers’ development to read texts accurately and with fluency.
* Comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)
	+ The ‘reader’ brings a set of skills such as prior knowledge and experiences.  They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge.  If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.
	+ The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, or how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.
	+ The ‘activity’ refers to the purpose for reading. Why are we reading?  Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall.
* Fluency is the ability to read a text reasonably accurate, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)
	+ Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)
	+ Appropriate rate means students reading should sound like speech, (Stahl and Kuhn, 2002)
	+ Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002)
* There are two types of text students in second grade should be exposed to. Each has as specific purpose and goal for reading development.
	+ *Read Alouds* are texts that are above a student’s grade level and are used to stretch students’ listening comprehension.  They support growth in complex sentence structure and vocabulary.
	+ *Grade level* texts are less controlled texts with fewer selected phoneme-grapheme correspondences than decodable texts. Because they have learned first through decodable texts, students have developed their ‘reading reflex’ or the habit of defaulting to using letter-sound patterns to sound out words.  (Mesmer, 2005). As students gain control over more complex grapheme-phoneme correspondences, they can successfully read less controlled texts. Refer to the Quantitative and Qualitative Analysis charts in the Appendix for the grades 2-3 band.
* In second grade, students can be taught through modeling how to respond to text during and after reading. Students need to learn how to use the text to support their thoughts and ideas. Teachers can leverage writing about the text to deepen and extend students’ reading comprehension.
* Reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow student multiple opportunities to hear related words and build a knowledge network. This is essential for students’ long term comprehension success. Text sets should include a mixture of genres.
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## Reading and Vocabulary

**2. RV The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.**

### 2.RV.1 Vocabulary Development and Word Analysis

1. Discuss meanings of new words or phrases acquired through conversations and literature.
2. Use vocabulary across content areas.
3. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, - ed*).
4. Use the context of a sentence to apply knowledge of homophones.
5. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
6. Distinguish shades of meaning among verbs and adjectives.
7. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
8. Use newly learned words and phrases in discussions and speaking activities.

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| **2.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.**  |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation.
* Teachers in the primary grades can take on the heavy lifting of decoding and provide rich and robust texts via read alouds.  In this way, students in second grade will be exposed to concepts, vocabulary, and sentence structure that stretch their listening comprehension, while also building their world and word knowledge.
* Readers cannot understand text without knowing what most of the words mean. (NRP, 2000) Therefore it is critical in second grade classrooms, that word learning happens both incidentally and explicitly.
	+ Vocabulary can be acquired incidentally, or through indirect exposure to words, by engaging in rich oral language experiences or through robust read alouds.
	+ An important component of second grade is explicit vocabulary instruction. The first step is selecting words that are critical to the understanding of the texts. This instruction includes giving a student friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing.
* As stated in Standard 2.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow students multiple opportunities to hear related words and build knowledge networks. This is essential for students’ long term comprehension success.
* Grade two content corresponds with the social studies and science standards in second grade. Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge.
* In second grade, students can begin to understand that the meaning of words can found by using word parts and by using context.
	+ Students can use context, or the surrounding words and sentences, to determine a word’s meaning.  This strategy is especially important for determining the meaning of homophones.
		- Homophones are words that sound the same but are spelled differently and have different meaning.  For example, *principle* and *principal*.
	+ Students can also use word parts to determine a word’s meaning.  For example, the inflectional affix -ed, means an action occurred in the past.
	+ Students will also use known affixes (prefixes and suffixes) to determine a word’s meaning.
		- Prefixes are meaningful word parts that come at the beginning of a word.  For example, how the prefix *dis-* changes the meaning in the word *dislike*.
		- Suffixes are meaningful word parts that come at the end of a word.  For example, how the suffix *-less* changes the meaning in the word *useless*.
* Understanding how words relate to each other, supports students’ deep understanding of word meanings.
	+ Antonyms are words that have opposite meanings.
	+ Synonyms are words that have similar meanings.
* Using words with shades of meanings supports students’ word specificity.  Helping students place words on a gradient will allow students to understand the subtle differences between words. An example of a shades of meaning gradient: *stumble, walk, jog, sprint* and/or *cool, warm, hot, boiling.*
* When students use vocabulary in their speaking and writing, knowledge of the word is solidified.
* Breadth of vocabulary describes a students’ ability to recognize and understand a wide range of words.
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## Reading Literary Text

**2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.**

### 2.RL.1Key Ideas and Plot Details

1. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
2. Identify a story’s central conflict using events from the plot as evidence.
3. Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
4. Generate predictions about story characters and events using the text.

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| **2.RL.1 Key Ideas and Plot Details**  |
| * Literary texts includes stories, dramas and poetry.
* The standards in this strand are met through both read alouds of high-quality literary texts by teachers and students reading grade level texts.
* Literary text includes a variety of genres.  In second grade students should engage with literary texts from multiple genres, but there is a focus on fables and fairytales from a variety of cultures.
* Literary Texts are structured in predictable ways. Knowledge of this structure can help students build comprehension. Recognizing text structure can guide readers in identifying key information from the text, or text evidence and improve students recall of what they have read (Klingner et al., 2007)
	+ Literary Text structure typically follows a pattern often called story structure. This includes elements of:
		- Setting- where and when the story takes place
		- Characters- who is in the story
		- Plot- the event sequence which also includes conflict and resolution
		- Theme- the central message
* The understanding of literary text structure is the foundation for broader text comprehension skills. This knowledge is essential for students’ ability to meet the standards in the Reading Literary Text strand.
* Retelling a story sequentially means students can recall the story events in the order that they happened.
* Because literary text structure is predictable, students can apply their knowledge of this structure to make predictions or informed guesses about what will happen in the text.
* Part of the predictable structure of literary text is a central conflict or problem that the characters face.  Students need to use events from the plot as evidence to support their understanding of the central conflict and how the characters resolve the conflict. The central conflict often drives the events of the story.
* Character attributes (trait, motivations, and/or feelings) are important so that students can understand the character’s actions and how they respond to other characters, events, and conflicts throughout the text. These attributes can be explicitly stated by the author or implied.
	+ Traits are qualities or attributes that make up a person’s overall character or personality.  Traits can be physical, emotional, mental, or moral.  Character traits can also be used to predict character actions.
	+ Motivations are the “why” behind a character’s actions.  It is important that students learn to look for the intention behind a character’s thoughts, words, and actions.
	+ Feelings are a character’s emotional response to what is happening around them.
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###  2.RL.3 Integration of Concepts

1. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.
2. Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives.
3. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).

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| **2.RL.3 Integration of Concepts**  |
| * As second grade students are reading more complex, grade level text, it is important that they understand how authors use dialogue to reveal information about characters.
* Through dialogue, students can make inferences about character attributes and make predictions about what the characters will do.
* When student compare and contrast versions of the same story from different cultures is allows them to consider the authors’ message in a broader context of literature and the world.  In second grade this sets the foundation for students compare and contrasting stories with similar themes, conflicts, and events which they will encounter in later grades.
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## Reading Informational Text

**2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.**

### 2.RI.1 Key Ideas and Confirming Details

1. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.
2. Retell key details of texts that demonstrate an understanding of the main topics of texts.
3. Differentiate facts from opinions within a text.

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| **2.RI.1 Key Ideas and Confirming Details**  |
| * Informational texts, or expository texts, tell facts about the world.  Students need to know that the purpose of reading informational text is to expand their knowledge about a topic.
* The standards in this strand are met through both read alouds of high-quality informational texts by teachers and students reading grade level texts.
* Informational texts include a wide variety of texts.  Some examples include biographies, directions, textbooks, recipes, magazine articles, news articles etc.
* Second graders can be active readers when they ask and answer questions.  When they ask themselves questions as they read, they will be more focused on reading to find the answer.  Students also need to be able to answer questions posed by a teacher. Answers to questions can be found in the text or they may come from applying the students’ background knowledge to the text. Teachers may ask different types of questions:
	+ Literal questions are those for which the answer appears directly in the text.
	+ Inferential questions are those where the answer is implied in the text but not explicitly stated.  The reader must apply his/her background knowledge to the evidence in the text to infer.
* Second graders should be able to explain the difference between a fact in a text and the author’s opinion.
	+ Facts are ideas that can be proven true and that nobody can disagree with.
	+ Opinions are ideas that tell someone’s feeling about a subject.
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### 2.RI.2 Craft and Style

1. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.
2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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| **2.RI.2 Craft and Style** |
| * Informational texts often contain text features such as, table of contents, headings, bolded words, and pictures, captions, and diagrams.  These text features provide additional information to the reader and are important for students to pay attention to.  Text features are unique to informational texts and students need to not only recognize them when reading, but also use them to gain additional information about the topic.
* Students in second grade not only need to identify text features but use them when engaging with text read or heard.
* In addition to identifying the main topic of a text, second grade students need to understand why the author wrote the text. They should be able to understand the relationship between the author’s purpose and how the text is organized. This sets the foundation for students’ understanding of informational text structure in future grades.
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### 2.RI.3 Integration of Concepts

1. Use prior (experience) and background (content) knowledge as context for new learning.
2. Compare and contrast the most important points presented by two texts on the same topic.
3. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.

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| * **2.RI.3 Integration of Concepts**
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| * When students read and hear multiple texts that are focused on the same topic, they are able to build knowledge and vocabulary on the topic across texts.  More information about this is in 2.DSR.
* When texts are read about the same topic it allows students to notice how they are similar and different.  Students can compare and contrast not only the information provided in the texts but also the texts themselves.  This sets the foundation for students reading like writers, and using mentor texts for writing.
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## Foundations for Writing

**2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### 2.FFW.1 Handwriting

1. Maintain legible printing and begin to make the transition to cursive.
2. Begin to write capital and lowercase letters of the alphabet in cursive.
3. Begin to sign his/her first and last names.

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| **2.FFW.1 Handwriting**  |
| * In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers.
* Handwriting is linked to basic reading and spelling achievement.
* To become proficient in the task of writing in cursive, second grade students need explicit instruction in letter formation with plenty of guided practice and teacher feedback (Wolf, 2005).
* Students need to learn cursive letter formation that is efficient and effective, while maintaining legible manuscript.
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### 2.FFW.2 Spelling

1. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.
2. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.
3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

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| **2.FFW.2 Spelling**  |
| * Spelling is an essential component for students’ literary success and supports students’ development in both reading and writing.  When students are learning to read words with specific phonics features, they should also practice using the same phonics features for spelling words.  Due to the reciprocal relationship between decoding (reading) and encoding (spelling) teachers can leverage instruction in both to support foundational literacy skills.
* In second grade, the expectation is that students will spell single syllable words that contain
	+ Short vowel sounds, e.g. *net, mat, not, it, sun*
	+ Open Syllables- *go, she*
	+ Digraphs *this, shop, much*
	+ Beginning and/or ending blends, *slip, jump, click, branch*
	+ Vowel- Consonant-e - *bike, slope, cube, theme, bake*
	+ Vowel Teams, *light, sway, boil, chew, coat, scream.*
	+ R- Controlled Vowels- *charm, skirt, her, turn, sports.*
* Teachers can leverage students' understanding of spelling single syllable words, to spell multisyllable words, along with strategies used to decode multisyllabic words. Teachers can reinforce the reciprocal nature of decoding and encoding by using similar strategies to spell multiple syllabic words.
* Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
	+ Syllable Types - The first five syllable types are all found in single syllable words.
		- Closed syllables end in a consonant or consonant cluster and the vowel sound is short *e.g., bra****g****, ju****mp****,* ***pic\*nic\****
		- Open syllables end in a single vowel and the vowel sound is long *e.g. h****e****, h****i****, b****a****\*b****y***
		- Vowel- Consonant-e syllables contain a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e*, e.g. pro****vide\*,*** *tad****pole\****
		- R-Controlled syllables contain a letter combination made up of a vowel followed by the letter -r that stands for a unique vowel sound*, e.g.-* ***per\*****fect,* ***snor\*****kel.*
		- Vowel Team syllables can contain a short vowel, long vowel, or diphthong sound spelled with a vowel combination*, e.g. can****teen\*****,* ***poi\*****son, com****plain\*****.*
		- Consonant-le syllables are a final, separate syllable containing a consonant followed by the letters le*, ap****ple\*****, ta****ble\**** *.  This is the only syllable type that cannot be in single syllable words.*
* Second grade students also need support with spelling multisyllabic words when adding suffixes. Refer to Foundations for Reading 2.FFR.3.
* There are three multisyllabic spelling rules. These include:
	+ Dropping the final e with adding a suffix that starts with a vowel, e.g. *bake* and *baking*.
	+ Changing the y to an i, e.g., *cry-->cried, busy-->busiest, ugly-->uglier*
	+ Doubling the consonant in a CVC word, e.g., run-->running, skip-->skipped
* Through careful analysis of phoneme-grapheme correspondences, students are able to recognize and apply known phonics patterns to unknown words.
* Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word of a few words.  Some words are permanently irregular such as *of, said, to*.  Some words are temporarily irregular in that the student has not learned that specific phoneme-grapheme correspondences in the scope and sequence yet.  Irregular words should still be taught based on phoneme-grapheme correspondences.
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## Writing

**2.W The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.**

### 2.W.1 Modes and Purposes for Writing

1. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.
2. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.
3. Write opinion pieces on topics or texts that support a point of view with reasons.
4. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.

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| **2.W.1 Modes and Purposes for Writing**  |
| * Teachers should leverage the reciprocal nature of reading and writing (e.g. reading mentor texts, examining characteristics of exemplars). By writing in response to grade level content and texts, second grade students continue to develop writing skills by writing narrative, informative, and opinion compositions.  This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.
* Students in second grade classrooms are learning that writing is a powerful way to communicate their ideas and convey their message to others.  Second grade students learn that their purpose for writing will impact the form or type of writing they use.
* In second grade students are expected to write for four specific purposes.
	+ Students are expected to write about an experience or sequence of events that includes details and characters.  Second grade students need to use time-related words such as *first, next, then, finally, after that,* to signal the event sequence.
	+ Students are expected to write an informational or expository piece that is centered around a topic with facts and examples about the topic.
	+ Students are expected to write an opinion piece about a topic or texts, that states an opinion and supplies reasons as support.
	+ Students are expected to write about texts read and/or heard.  This builds the foundation for extending reading comprehension through writing.
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### 2.W.2 Organization and Composition

1. Engage in writing as a process to plan writing based on purpose and genre. This includes:
2. Writing a clear topic sentence focusing on the main idea.
3. Identifying the audience and purpose of the writing.
4. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.
5. Providing a concluding statement or section.

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| **2.W.2 Organization and Composition**  |
| * As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling).
	+ Prewriting is an important step when students are engaged in writing. Students need to apply their knowledge of text structure when writing based on their purpose and genre.  This supports the integration of the standards in 2.RI.2 and 2.RL.1.
	+ Students should identify who they are writing for (audience) and the why they are writing (purpose) before engaging in the writing process.
* Students should generate ideas , organize, write and refine texts with a focus on unity. Students should include a clear topic sentence that states the main idea and a concluding statement or section.
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### 2.W.3 Usage and Mechanics

1. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
2. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

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| **2.W.3 Usage and Mechanics**  |
| * Second grade students should continue to use guidance from peers and adults to support them in revising their writing. Students will focus on the following:
	+ Word choice is the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.
	+ Sentence fluency is the way that words and phrases flow together cohesively. (see 2.LU.1)
* Students should receive guidance from adults to edit writing for appropriate conventions (See 2.LU).
 |

## Language Usage

**2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 2.LU.1 Grammar

1. Produce and expand complete sentences, both simple and compound.
2. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
3. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).
4. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).
5. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).
6. Use subject-verb agreement in simple sentences.
7. Use common abbreviations.
8. Use contractions and singular possessives.
9. Eliminate double negatives when speaking.

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| **2.LU.1 Grammar**  |
| * In second grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication.
* Simple sentences are sentences that consist of one independent clause. An independent clause contains a ‘who’ and a ‘do,’ or subject/predicate. Simple sentences can include one or more descriptive adjectives.
	+ *A cardinal is a bird.*
	+ *A cardinal is a small, red, bird.*
* A compound sentence consists of two or more independent clauses, or simple sentences joined by a coordinating conjunction.  For example, *The dog ran, but it couldn’t escape the gated yard.  It rained, so we canceled our field trip.*
* Coordinating conjunctions signal relationships.
	+ FOR is used to show why.  *E.g., I didn’t eat peanuts, for I am allergic to nuts.*
	+ AND is used to join two sentences and show a pair. *E.g., The girl bought ice cream and she gave some to her friend.*
	+ NOR is used to show two things that didn’t happen. *E.g., The boy didn’t complete his homework, nor did he finish his chores.*
	+ BUT is used to show two contrasting simple sentences. *E.g., I like amusement parks, but I don’t like rollercoasters.*
	+ OR is used to show choice. *E.g.,  Eat your dinner, or you can’t have any dessert*.
	+ YET is used to show two contrasting sentences. *E.g., The music teacher set out the instruments, yet there were not enough for everyone.*
	+ SO is used to signal cause and effect. *E.g., I wanted something to eat, so I looked in the refrigerator.*
* Coordinating conjunctions can also be used to join two or more words or phrases.  For example, second graders can use conjunctions to join two words to form a compound subject.  ***Mom and dad*** *went to the grocery story.*  They can also be used to form a compound predicate.  Mom *went to the shoe store* ***and*** *bought new boots.*
* Pronouns are words that take the place of another word or noun phrase.
* Indefinite pronouns do not refer to any person, amount, or thing in particular, e.g. *anything, something, anyone, everyone.*
* Reflexive pronouns refer back to a person or thing, e.g., *myself, yourself, himself, themselves*.
* Verb tenses are changes to verbs to show when the action took place: in the past, present, or future.
* The standard tense in English is the present tense.  The past and future tenses often require changes to the present tense, such as the suffix *-ed* for the past tense and the modal verb *will* for the future.
	+ Present tense- *She walks to school in the morning.*
	+ Past tense- *She walked to school in the morning.*
	+ Future tense- *She will walk to school in the morning.*
* Second graders will also begin to understand that some past tense verbs are irregular.  They are not formed by adding the suffix -ed.  They will use the proper tense for these words.  *For example, run ran, begin began, grow grew, blow blew.*
* In second grade, students will also learn that some nouns have irregular spellings when forming the plural.  They cannot be formed by adding the suffix -s or -es.  *For example, woman women, foot feet, tooth teeth*
* Subject-verb agreement refers to the grammar rule that the verbs must match the number and person of the subject. For example *it goes… they go…*
* An abbreviation is a shortened form of a word or phrase, e.g. Mister, Mr., Virginia, VA, United States of America, USA.
* Second graders will be able to use an apostrophe to form contractions and singular possessive nouns.
	+ Contractions are formed when two words that usually go together are shortened by removing certain letters usually with an apostrophe, e.g. can not can’t, I am I’m, they are they’re, you are, you’re
	+ Singular Possessives are nouns that show ownership. Typically, a singular possessive uses an apostrophe and an s at the end of the word, e.g., girl’s pencil, boy’s paper, teacher’s desk
* A double negative is a statement containing two negative elements, e.g., *I did* ***not*** *say* ***nothing****.*

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### 2.LU.2 Mechanics

1. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
2. Use commas in salutation and closing of a letter.
3. Generalize learned spelling patterns when writing words.

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| **2.LU.2 Mechanics**  |
| * Students need to be able to identify statements, questions, and commands orally and in writing. Students should use appropriate capitalization and ending punctuation in writing.
	+ Statements are the most common type of sentence.  They state an idea. They end with a period. *I will stay after school.*
	+ Questions ask something. They end with a question mark. *How will you get home?*
	+ Commands give advice or instructions. They express a request or a command. They end with a period. *Describe your mom’s car.*
* Second graders will use commas
	+ in a salutation, or the opening phrase of a letter, e.g., *Dear John****,***
	+ as well as in the closing of a letter, e.g., *Sincerely****,*** *Jane.*
* Second grade students need to apply the phonics features addressed in 2.FFR and 2.FFW in their writing.
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## Communication and Multimodal Literacies

**2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 2.C.1 Communication, Listening, and Collaboration

1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
2. Listening actively and following agreed upon rules for participating in discussions.
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking and responding to questions that acquire or confirm information on a topic.
5. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.

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| **2.C.1 Communication, Listening, and Collaboration**  |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In 2nd grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content.  This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics.
* When discussions follow clear guidelines that are agreed upon by the group, all students can contribute more comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation.  Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect.
* When students participate in respectful discussions and collaborative work, they listen to each other with the intent to understand, show value for other students’ ideas, and ask questions to clarify meaning.  Students should be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details.
* This will ensure that students maintain focus on the topic and encourage depth of conversation and analysis. Students can communicate agreement and tactful disagreement with ideas, using carefully constructed responses.
* Students will learn to communicate agreement and disagreement respectfully, as it allows them to explore alternative viewpoints and encourages continued contributions, and builds understanding.
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### 2.C.2 Speaking and Presentation of Ideas

1. Use topic specific language and vocabulary to communicate ideas.
2. Speak audibly with appropriate pacing, prosody, and voice level.
3. Engage the audience by asking and/or responding to questions.
4. Create and participate in oral language activities that include oral storytelling and dramatics.
5. Retell information in an organized manner, focused on a key topic or experience.

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| **2.C.2 Speaking and Presentation of Ideas**  |
| * Students need to use a voice level that is appropriate for the setting, speak at a conversational pace, and apply appropriate expression.
* In order to select vocabulary, language and style that is appropriate, students should consider the audience, topic, and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement.
* Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. This sets the foundation for expressing their ideas in a clear and organized way and connects to 2.W.2.
* One way these standards are met is through dialogic read alouds, an interactive method that fosters student engagement, where the teacher and students interact with the text and each other.  Dialogic read alouds have a positive effect on oral language development (Zevenbergen and Whitehurst, 2003).
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## Research

**2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.**

### 2.R.1 Evaluation and Synthesis of Information

1. Identify a topic and generate questions to explore the topic.
2. Locate information in reference texts, electronic resources, interviews, or provided sources.
3. Use templates to organize the information collected (e.g., charts, graphs).
4. Record information on sources using own words, organizing evidence into provided categories.
5. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.

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| **2.R.1 Evaluation and Synthesis of Information**  |
| * All students should understand that research can be used to answer questions or solve problems.  In second grade, students begin to understand how to generate questions about a topic.  When students gain information about a topic, this should lead to additional question generating.
* All students should understand that many different sources, including people, can help provide information.
* In second grade, students need to understand how to organize the information collected.  This ties into 2.W.2 and effectively communicating their message about what they’ve learned.
* In second grade, students begin to understand the importance of expressing ideas in their own words, and the need to avoid plagiarism when writing or presenting ideas.  This sets the foundation for later grades.
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