

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an print-rich environment filled with fiction and nonfiction ~~selections~~ 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 ~~age-appropriate~~ familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction ~~materials~~ texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.
 - Begin to self-correct errors in language use.
- 2.2 The student will ~~continue to expand~~ understanding and use of word meanings ~~listening and speaking vocabularies.~~ [Moved to SOL 2.2a]
- Increase listening and speaking vocabularies. ~~Use words that reflect a growing range of interests and knowledge.~~ [Moved to SOL 2.2b]
 - Use words that reflect a growing range of interests and knowledge. ~~Clarify and explain words and ideas orally.~~ [Moved to SOL 2.2c]
 - Clarify and explain words and ideas orally. ~~Follow oral directions with three or four steps.~~ [Moved to SOL 2.3e]
 - Identify and use synonyms and antonyms. ~~Give three-step and four-step directions.~~ [Moved SOL to 2.3f]
 - Use vocabulary from other content areas. ~~Identify and use synonyms and antonyms in oral communication.~~ [Moved to SOL 2.2d]
- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade, ~~and~~ to entertain, to clarify, and to respond.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - ~~Summarize~~ Retell information shared ~~orally~~ by others.
 - Follow three- and four-step directions.
 - Give three-step and four-step directions.

- 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.

Reading

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

- ~~2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. [Entire SOL moved to the Oral Language strand]~~
- ~~a) Count phonemes (sounds) within one-syllable words.~~
 - ~~b) Blend sounds to make one-syllable words.~~
 - ~~e) 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.~~

- 2.4 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.

- 2.5 2.6 The student will use meaning semantic clues and language structure 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.

- 2.6 2.7 The student will use language structure to expand vocabulary when reading.
- a) Use knowledge of homophones. Use knowledge of prefixes and suffixes. [Moved to SOL 2.7b]
 - b) Use knowledge of prefixes and suffixes. Use knowledge of contractions and singular possessives. [Moved to SOL 2.13f]
 - c) Use knowledge of antonyms and synonyms. Use knowledge of simple abbreviations. [Moved to SOL 2.13g]
 - d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. Use knowledge of antonyms and synonyms. [Moved to SOL 2.7c]
 - e) Use vocabulary from other content areas.

~~2.7~~ ~~The student will read fiction and nonfiction, using a variety of strategies independently.~~
[Moved to SOL 2.8 and SOL 2.9]

- ~~a) Preview the selection by using pictures, diagrams, titles, and headings.~~
- ~~b) Set purpose for reading.~~
- ~~c) Read stories, poems, and passages with fluency and expression.~~
- ~~d) Reread and self-correct when necessary. [Moved to SOL 2.6d]~~

~~2.8~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.~~

~~2.8~~ ~~2.9~~ ~~2.8~~ The student will read and demonstrate comprehension of fictional texts and nonfiction.

- a) Make and confirm predictions about content.
- b) Relate previous experiences to the main idea. ~~Read to confirm predictions.~~ [Moved to SOL 2.8a]
- c) Ask and answer questions about what is read. ~~Relate previous experiences to the topic.~~ [Moved to SOL 2.8b]
- d) Locate information to answer questions. ~~Ask and answer questions about what is read.~~ [Moved to SOL 2.8c]
- e) Describe characters, setting, and important events in fiction and poetry. ~~Locate information to answer questions.~~ [Moved to SOL 2.8d]
- f) Identify the problem and solution. ~~Describe characters, setting, and important events in fiction and poetry.~~ [Moved to SOL 2.8e]
- g) Identify the ~~problem, solution, and~~ main idea.
- h) Summarize stories and events with beginning, middle, and end in the correct sequence. ~~Identify the problem, solution, and main idea.~~ [Moved to SOL 2.8f and SOL 2.8g]
- i) Draw conclusions based on the text.
- j) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~2.10~~ ~~2.9~~ The student will read and demonstrate comprehension of nonfictional ~~text~~ 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 re-read familiar passages with fluency, accuracy, and meaningful expression.

~~2.9~~ ~~2.11~~ ~~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.

Writing

~~2.102.12~~2.11 The student will maintain legible manuscript printing and begin to make the transition to cursive.

~~2.112.13~~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. ~~Revise writing for clarity.~~ [Moved to SOL 2.12d]
- d) Revise writing for clarity. ~~Use available technology.~~

~~2.122.14~~2.13 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, ~~including *don't*, *isn't*, and *can't*~~ and possessives.
- f) Use contractions and singular possessives. ~~Use correct spelling for high frequency sight words, including compound words and regular plurals.~~ [Moved to SOL 2.13h]
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for high frequency 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.

~~2.15~~2.14 The student will use available technology for reading and writing.