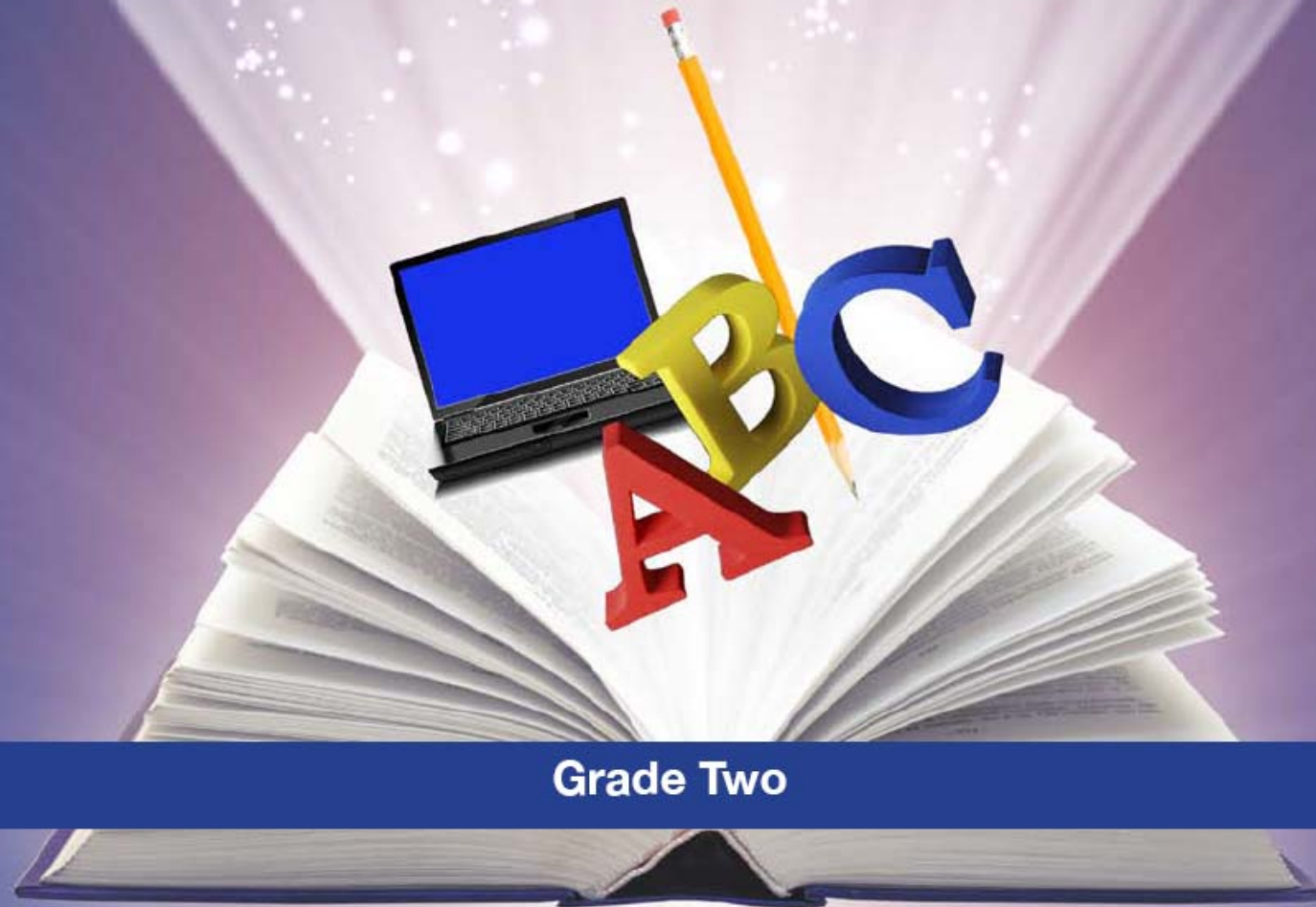


English Standards of Learning CURRICULUM FRAMEWORK 2010



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.

- 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.**

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

- 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.

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

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

- 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"> • engage in taking turns in conversations by: <ul style="list-style-type: none"> ◦ making certain all group members have an opportunity to contribute; ◦ listening attentively by making eye contact while facing the speaker; and ◦ eliciting information or opinions from others. • follow three-step and four-step directions. • give three-step and four-step directions. • sequence three or four steps chronologically in oral 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will orally identify, produce, and manipulate various units of speech sounds within words. • Explicit, step by step, instruction is engaging and allows students to consciously reflect on and manipulate sounds. • Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment, substitute and blend sounds to make words. • 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. • 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). • Phonemes are the smallest units of sound in language (e.g., man has three phonemes /m/-/a/-/n/). • Students who are <i>phonemically aware</i> are able 	<p>All students should</p> <ul style="list-style-type: none"> • understand that spoken words are made up of individual phonemes, which can be manipulated to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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/). • isolate and manipulate phonemes. • blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip). • segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/). • 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). • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). • blend and segment multisyllabic words at the syllable level. <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"> • state the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → <i>fantastic</i>). • delete a syllable from a word and state what remains (e.g., say <i>celebrate</i> without <i>brate</i> [<i>cele</i>]). • manipulate sounds in words to form new or nonsense words.

- 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
<p>to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment, and manipulate them.</p> <ul style="list-style-type: none"> • Students orally blend phonemes (sounds) together to make a word (e.g., /m/-/a/-/n/ → man, /ch/-/o/-/p/ → chop). • Students segment spoken words into individual sounds (e.g., man → /m/- /a/- /n/, chop → /ch/- /o/- /p/). 		

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.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words. Consonant blends 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>). Consonant digraphs are combinations of two consonants forming a new sound (e.g., <i>sh-</i>, <i>wh-</i>, <i>ch-</i>, <i>th-</i>). R-controlled vowel patterns – 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>). 	<p>All students should</p> <ul style="list-style-type: none"> understand the need to apply phonetic strategies to decode and spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of consonants and consonant blends to decode and spell words. apply knowledge of consonant digraphs (<i>sh</i>, <i>wh</i>, <i>ch</i>, <i>th</i>) to decode and spell words. distinguish long and short vowels when reading one-syllable regularly spelled words. 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. apply knowledge of r-controlled vowel patterns to decode and spell words. read regularly spelled one- and two-syllable words automatically. decode regular multisyllabic words. use phonetic strategies and context to self-correct for comprehension. decode words with common prefixes and suffixes.

- 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"> • 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. • Semantic clues 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>.) • Syntactic (syntax) knowledge 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>). 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use phonetic strategies, semantic clues, and syntax to reread and self-correct. • reread to clarify meaning.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their vocabulary through an understanding of homophones, prefixes, suffixes, synonyms, and antonyms. Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas. Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/principal, prince/prints). Antonyms are words with opposite meanings (e.g., off/on, fast/slow). Synonyms are words with similar meanings (e.g., small, little, tiny). Affixes are word elements that are attached to a stem, base, or root. Common affixes are prefixes, 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 suffixes, 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>). 	<p>All students should</p> <ul style="list-style-type: none"> understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use knowledge of homophones (e.g., such as <i>pair</i> and <i>pear</i>). identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-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>). 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>). use common prefixes and suffixes to decode words. 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>). supply synonyms and antonyms for a given word. use knowledge of antonyms when reading (e.g., <i>hot/cold</i>, <i>fast/slow</i>, <i>first/last</i>). use knowledge of synonyms when reading (e.g., <i>small/little</i>, <i>happy/glad</i>). demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., <i>Maria's</i>). demonstrate an understanding of the meaning of contractions (e.g., <i>don't</i> <i>do not</i>). discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as <i>slender</i>, <i>thin</i>, <i>scrawny</i>; closely related verbs such as <i>look</i>, <i>peek</i>, <i>glance</i>). use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>notebook</i>). use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and

- 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		answering questions).

- 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.**

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

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS):</p> <ul style="list-style-type: none"> ◦ 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. ◦ 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. ◦ 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. <ul style="list-style-type: none"> • Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. • The table below presents the results of research 		<ul style="list-style-type: none"> • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. • identify the problems and solutions in stories. • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • determine the main idea or theme of paragraphs or stories. • 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. • organize information, using graphic organizers (e.g., story map, sequence of events). • 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).

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)				ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES																
<p>on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for second-grade students reading second-grade text:</p> <table border="1"> <thead> <tr> <th>Percentile</th> <th>Fall WCPM</th> <th>Midyear WCPM</th> <th>Spring WCPM</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>106</td> <td>125</td> <td>142</td> </tr> <tr> <td>75</td> <td>79</td> <td>100</td> <td>117</td> </tr> <tr> <td>50</td> <td>51</td> <td>72</td> <td>89</td> </tr> </tbody> </table> <p>Hasbrouck, J.E., & Tindal, G.A. (2006)</p> <ul style="list-style-type: none"> When fully developed, reading <i>fluency</i> 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.* 				Percentile	Fall WCPM	Midyear WCPM	Spring WCPM	90	106	125	142	75	79	100	117	50	51	72	89		<ul style="list-style-type: none"> 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.
Percentile	Fall WCPM	Midyear WCPM	Spring WCPM																		
90	106	125	142																		
75	79	100	117																		
50	51	72	89																		

* 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.

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. • 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. • Students will also begin to learn the skills of summarizing and skimming to locate specific information in nonfiction text. • Students will continue to respond in writing to what is read. • The main idea is the most important idea from the paragraph or story. • Common graphic organizers include: <ul style="list-style-type: none"> ◦ Venn diagram; ◦ cause and effect; ◦ sequencing; ◦ compare and contrast; and ◦ cycle. 	<p>All students should</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction. • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. • use information from the text to make and revise predictions. • 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). • use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • 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>). • begin to skim text for information to answer specific questions.

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Fluency develops as students have many opportunities to practice reading at their independent reading level. 		<ul style="list-style-type: none"> • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: <ul style="list-style-type: none"> ◦ personal experiences and the text; ◦ the current text and other texts read; and ◦ what is known about the topic and what is discovered in the new text. • determine the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). • 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. • organize information, using graphic organizers. • write responses to what they read. • reread as necessary to confirm and self-correct for word accuracy and comprehension.

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.

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

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.

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

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

- 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.**

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

- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
spelling, punctuation, capitalization, grammar). (Note: Students are not expected to know these terms.)		<ul style="list-style-type: none"> • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with <i>and</i> or <i>then</i>. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics.

- 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 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"> • The intent of this standard is that students will continue to learn to edit and self-correct their writing. • Students should apply grammatical rules to their writing. • Declarative sentences form a statement (e.g., She is my friend.). • Interrogative sentences form a question (e.g., What time is it?). • Exclamatory sentences use powerful emotions or feelings (e.g., We won the game!). 	<p>All students should</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize and use complete sentences. • punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). • capitalize all proper nouns and words at the beginning of sentences. • capitalize the word <i>I</i>. • use singular and plural nouns and pronouns. • use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, fish</i>). • use apostrophes to form contractions and common singular possessives. • 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>). • spell commonly used sight words, compound words, and regular plurals correctly. • use commas in the salutation (e.g., <i>Dear Tyrell,</i>) and closing (e.g., <i>(Sincerely,</i>) of a letter. • use verbs and adjectives correctly in sentences (e.g., The friendly <i>girls talk</i> loudly. The friendly <i>girl talks</i> loudly.).

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

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