



Language Arts Curriculum Framework Grade 2



2ND GRADE COURSE OVERVIEW

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. 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.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	Enduring Understanding: Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (K-2) Engage in conversation by building on other’s thoughts and seeking clarity through the recounting of ideas and the asking of questions.	Essential Standard: (K-2) Describe and recount an experience with relevant descriptive details and expression using complete sentences when appropriate.
Lifelong Learner Standards: <ul style="list-style-type: none"> Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	Lifelong Learner Standards: <ul style="list-style-type: none"> Acquire and use precise language to clearly communicate ideas, knowledge, and processes. Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 2.1, 2.2, 2.3, 2.4	SOLs: 2.1, 2.2, 2.3, 2.4

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
2.1 The student will demonstrate an understanding of oral language structure. <ol style="list-style-type: none"> 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. 	<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, when, if, because, so, and but</i>, when

	<p>describing events and giving explanations.</p> <ul style="list-style-type: none"> • speak in complete sentences when appropriate to task and situation to provide details and clarification. • begin to self-correct errors made when communicating orally.
<p>2.2 The student will expand understanding and use of word meanings.</p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use words that reflect a growing range of interests and knowledge.</p> <p>c) Clarify and explain words and ideas orally.</p> <p>d) Identify and use synonyms and antonyms.</p> <p>e) Use vocabulary from other content areas.</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.
<p>2.3 The student will use oral communication skills.</p> <p>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p>b) Share stories or information orally with an audience.</p> <p>c) Participate as a contributor and leader in a group.</p> <p>d) Retell information shared by others.</p> <p>e) Follow three- and four-step directions.</p> <p>f) Give three- and four-step directions.</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.

	<ul style="list-style-type: none"> • carry out a specific group role, such as leader, recorder, materials manager, or reporter. • 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.
<p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a) Count phonemes (sounds) within one-syllable words.</p> <p>b) Blend sounds to make one-syllable words.</p> <p>c) Segment one-syllable words into individual speech sounds (phonemes).</p> <p>d) Add or delete phonemes (sounds) to make words.</p> <p>e) Blend and segment multisyllabic words at the syllable level.</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. • identify syllables in a word (e.g., students tap <i>snowball</i> → /snow/- /ball/, clap out the word <i>hamburger</i> → /ham/- /bur/-/ger/). • 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> [cele]). • manipulate sounds in words to form new or nonsense words.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p>Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p>Essential Standard: (K-5) Know and apply grade-level phonics and word analysis skills in decoding. (K-5) Read with sufficient accuracy and fluency to support comprehension. (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Essential Standards: (K-5) Utilize key ideas and details to make logical inferences, summarize, and analyze relationships among characters, settings, and events from the text. (K-5) Demonstrate understanding of the overall structure of varied texts, recognizing how point of view or purpose influences the content and style, and how word choice shapes the meaning or tone. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize and understand systems, patterns, themes, and interactions. • Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
SOLs: 2.5	SOLs: 2.6, 2.7, 2.8, 2.9, 2.10

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
2.5The student will use phonetic strategies when reading and spelling. a) Use knowledge of consonants,	<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, wh, ch, th</i>) to decode and spell words. • distinguish long and short vowels when reading one-syllable regularly spelled words.

<p>consonant blends, and consonant digraphs to decode and spell words.</p> <p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p>c) Decode regular multisyllabic words.</p>	<ul style="list-style-type: none"> • 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.
<p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information in the story to read words.</p> <p>b) Use knowledge of sentence structure.</p> <p>c) Use knowledge of story structure and sequence.</p> <p>d) Reread and self-correct.</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.
<p>2.7 The student will expand vocabulary when reading.</p> <p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of prefixes and suffixes.</p> <p>c) Use knowledge of antonyms and synonyms.</p> <p>d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</p> <p>e) Use vocabulary from other content areas.</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., un- <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>). • 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- 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>;

	<p>closely related verbs such as look, peek, glance).</p> <ul style="list-style-type: none"> • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook). • use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).
<p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ol style="list-style-type: none"> 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. 	<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. • 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

	<p>in sequence.</p> <ul style="list-style-type: none"> • 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). <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.
<p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Preview the selection using text features.</p> <p>b) Make and confirm predictions about the main idea.</p> <p>c) Use prior and background knowledge as context for new learning.</p> <p>d) Set purpose for reading.</p> <p>e) Ask and answer questions about what is read.</p> <p>f) Locate information to answer questions.</p> <p>g) Identify the main idea.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</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. • 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;

	<ul style="list-style-type: none"> ◦ 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.
<p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <p>a) Use table of contents.</p> <p>b) Use pictures, captions, and charts.</p> <p>c) Use dictionaries, glossaries, and indices.</p> <p>d) Use online resources.</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).

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p>Essential Standards: (K-3) Demonstrate an understanding of the organization and basic features of written language. (K-5) Know and apply grade-level phonics/word study skills in writing. (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p>Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p>Essential Standards: (K-5) Write for a variety of purposes and audiences with descriptive details, supporting evidence, sequential organization and clarity. Types of writing include: opinion pieces, informative/explanatory texts, and narratives. (K-5) Produce, edit, revise, and publish clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience, and available technology is used. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 2.11, 2.12, 2.13, 2.14	SOLs: 2.12, 2.13, 2.14

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
2.11 The student will maintain legible printing and begin to make the transition to cursive.	<ul style="list-style-type: none"> • write legibly. • space words in sentences. • space sentences in writing.

	<ul style="list-style-type: none"> • learn basic strokes for cursive.
<p>2.12 The student will write stories, letters, and simple explanations.</p> <p>a) Generate ideas before writing.</p> <p>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c) Expand writing to include descriptive detail.</p> <p>d) Revise writing for clarity.</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). • 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.
<p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</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).

<p>a) Recognize and use complete sentences.</p> <p>b) Use and punctuate declarative, interrogative, and exclamatory sentences.</p> <p>c) Capitalize all proper nouns and the word <i>I</i>.</p> <p>d) Use singular and plural nouns and pronouns.</p> <p>e) Use apostrophes in contractions and possessives.</p> <p>f) Use contractions and singular possessives.</p> <p>g) Use knowledge of simple abbreviations.</p> <p>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</p> <p>i) Use commas in the salutation and closing of a letter.</p> <p>j) Use verbs and adjectives correctly in sentences.</p>	<ul style="list-style-type: none"> • 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., <i>The friendly girls talk loudly. The friendly girl talks loudly.</i>).
<p>2.14 The student will use available technology for reading and writing.</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.