



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.

Strand: Communication and Multimodal Literacies

Grade Level: 2

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of others 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,	SOLs: 2.1, 2.2,

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 use oral communication skills. <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules. 	<ul style="list-style-type: none"> participate in a range of collaborative discussions by building on others' ideas and clearly expressing thoughts and opinions participate in collaborative conversations for various purposes 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 discussion use proper pitch and volume

<ul style="list-style-type: none"> b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond. c) Speak audibly with appropriate voice level, phrasing, and intonation. d) Share information orally with appropriate facts and relevant details. e) Use increasingly complex sentence structures in oral communication. f) Begin to self-correct errors in language use. g) Participate as a contributor and leader in collaborative and partner discussions. h) Ask and answer questions to seek help, get information, or clarify information. i) Retell information shared by others. j) Restate and follow multi-step directions. k) Give multi-step directions. l) Work respectfully with others and show value for individual contributions. m) Create a simple presentation using multimodal tools. 	<ul style="list-style-type: none"> ● 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 appropriate to purpose and audience ● express ideas clearly and in an organized manner ● 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 ● engage in taking turns in conversations by <ul style="list-style-type: none"> ○ listening attentively by making eye contact while facing the speaker ○ eliciting information or opinions from others ● making certain all group members have an opportunity to contribute ● give and follow multi-step directions ● speak in complete sentences when appropriate to task and situation to provide details and clarification.
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Strand: Reading

Grade Level: 2

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
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.	Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.
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.	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 and 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.
Lifelong Learner Standards: <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. 	Lifelong Learner Standards: <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: 2.3	SOLs: 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

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:
<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>a) Count phonemes within one-syllable words.</p> <p>b) Blend sounds to make one-syllable words.</p> <p>c) Segment one-syllable words into phonemes.</p> <p>d) Add or delete phonemes 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., <i>man</i> has three phonemes /m/-/a/-/n/, <i>chop</i> has three phonemes /ch/-/o/-/p/, and <i>drop</i> has four phonemes /d/-/r/-/o/-/p/) • isolate and manipulate phonemes • blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → <i>pan</i>, /d/-/r/-/i/-/p/ → <i>drip</i>) • segment words by saying each sound (e.g., <i>pan</i> → /p/-/a/-/n/, <i>drip</i> → /d/-/r/-/i/-/p/) • add a phoneme from an orally presented word or rime to make a new word (e.g., <i>pie/pipe</i>, <i>four/fork</i>, <i>cab/crab</i>, <i>ot/lot</i>, <i>ap/map</i>) • delete a phoneme from an orally presented word to make a new word (e.g., <i>rice/ice</i>, <i>beach/bee</i>, <i>weight/weigh</i>, <i>couch/cow</i>) • 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.
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>a) Use knowledge of consonants, 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> <p>d) Apply decoding strategies to confirm or correct while reading.</p>	<ul style="list-style-type: none"> • apply knowledge of consonants and consonant blends to decode and spell words • apply knowledge of consonant digraphs (e.g., <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 a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words.
<p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information and context clues in the story to read words.</p> <p>b) Use knowledge of sentence structure to determine the meaning of unknown words.</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 • use knowledge of word order, including subject, verb, and adjectives, to check for meaning.

<p>2.6 The student will expand vocabulary and use of word meanings.</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 to and reading a variety of texts.</p> <p>e) Use word-reference materials including dictionaries, glossaries and indices.</p> <p>f) Use vocabulary from other content areas.</p>	<ul style="list-style-type: none"> • use the context of a sentence to apply 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-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>) • use common prefixes and suffixes to decode words • determine the meaning of words when a known prefix and/or suffix is added to a known root 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 • use a thesaurus to expand synonym knowledge • demonstrate an understanding of what the apostrophe signifies in singular possessive words • demonstrate an understanding of the meaning of contractions • 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 • alphabetize words to the second and third letter • use specific vocabulary from content area study.
<p>2.7 The student will read and demonstrate comprehension of fictional texts.</p> <p>a) Make and confirm predictions.</p> <p>b) Connect previous experiences to new texts.</p> <p>c) Ask and answer questions using the text for support.</p> <p>d) Describe characters, setting, and plot events in fiction and poetry.</p> <p>e) Identify the conflict and resolution.</p> <p>f) Identify the theme.</p> <p>g) Summarize stories and events with beginning, middle, and end in the correct sequence.</p> <p>h) Draw conclusions based on the text.</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p>	<ul style="list-style-type: none"> • set a purpose for reading • use titles to generate ideas about the text • use details from the text to confirm and revise predictions made before, during, and after reading • explain how illustrations and images contribute to and clarify text • describe a character's traits, feelings, and actions as presented in fictional texts • describe the characters, settings, and important plot events using details • identify the main conflict and resolution in fictional texts • determine the theme of fictional texts (e.g., friendship, family, working hard) <ul style="list-style-type: none"> ◦ thematic topic ◦ lesson learned • 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 • demonstrate comprehension by writing responses to what they read • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression.
<p>2.8 The student will read and demonstrate comprehension of nonfiction texts.</p>	<ul style="list-style-type: none"> • explain how illustrations and images contribute to and clarify 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 text features to make, revise, and confirm predictions, locate information, and answer questions

<p>a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.</p> <p>b) Make and confirm predictions.</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 using the text as support.</p> <p>f) Identify the main idea.</p> <p>g) Draw conclusions based on the text.</p> <p>h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	<ul style="list-style-type: none"> ● use knowledge of sequence to read and follow recipes and other sets of directions ● determine the main idea using details for support ● ask and answer questions about what is read to demonstrate understanding (e.g., <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i>) ● 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 ● demonstrate comprehension by writing about what is read ● use information from the text to draw conclusions.
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Strand: Writing

Grade Level: 2

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.	Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
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.	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.
Lifelong Learner Standards: <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. 	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: 2.9, 2.10, 2.11	SOLs: 2.9, 2.10, 2.11

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:

<p>2.9 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>a) Begin to write capital and lowercase letters of the alphabet.</p> <p>b) Begin to sign his/her first and last names.</p>	<ul style="list-style-type: none"> • write legibly • space words in sentences • space sentences in writing • learn basic strokes for cursive.
<p>2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>a) Understand writing as a process.</p> <p>b) Identify audience and purpose.</p> <p>c) Use prewriting strategies to generate ideas before writing.</p> <p>d) Use strategies for organization according to the type of writing.</p> <p>e) Organize writing to include a beginning, middle, and end.</p> <p>f) Write facts about a subject to support a main idea.</p> <p>g) Write to express an opinion and provide a reason for support.</p> <p>h) Expand writing to include descriptive detail.</p> <p>i) Revise writing for clarity.</p>	<ul style="list-style-type: none"> • identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions) • generate ideas and organize information before writing • participate in shared 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 • develop writing by focusing on one topic • write complete sentences • begin to compose, organize, and format 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 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, staying on topic, and including details • consult reference materials to check and correct spelling • avoid stringing ideas together with <i>and</i> or <i>then</i>.

<p>2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <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.</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 salutation and closing of a letter.</p> <p>j) Use past and present verbs.</p> <p>k) Use adjectives correctly.</p>	<ul style="list-style-type: none"> • punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point • capitalize the word <i>I</i>, all proper nouns, and words at the beginning of sentence • 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>) • use commas in the salutation (e.g., <i>Dear Tyrell,</i>) and closing (e.g., <i>Sincerely</i>) of a letter.
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Strand: Research

Grade Level: 2

ACPS Concepts, Enduring Understandings & Essential Standards
Language Arts Concept: Research
Enduring Understanding: TBD
Essential Standards: TBD
Lifelong Learner Standards:

- Plan and conduct research.
- Gather, organize, and analyze data; evaluate processes and products; and draw conclusions

SOLs: 2.12

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:

2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.

a) Generate topics of interest.

b) Generate questions to gather information.

c) Identify pictures, texts, people, or media as sources of information.

d) Find information from provided sources.

e) Organize information in writing or a visual display.

f) Describe difference between plagiarism and using own words.

- generate ideas for topics based on interest or content areas
- work collaboratively to generate questions to gather information
- identify pictures, various texts, media, or people that can be used as sources of information
- use provided sources to gather information, answer questions, or solve problems
- use templates or visual displays (e.g., graphic organizers, charts, graphs) to organize information
- use own words to record information.