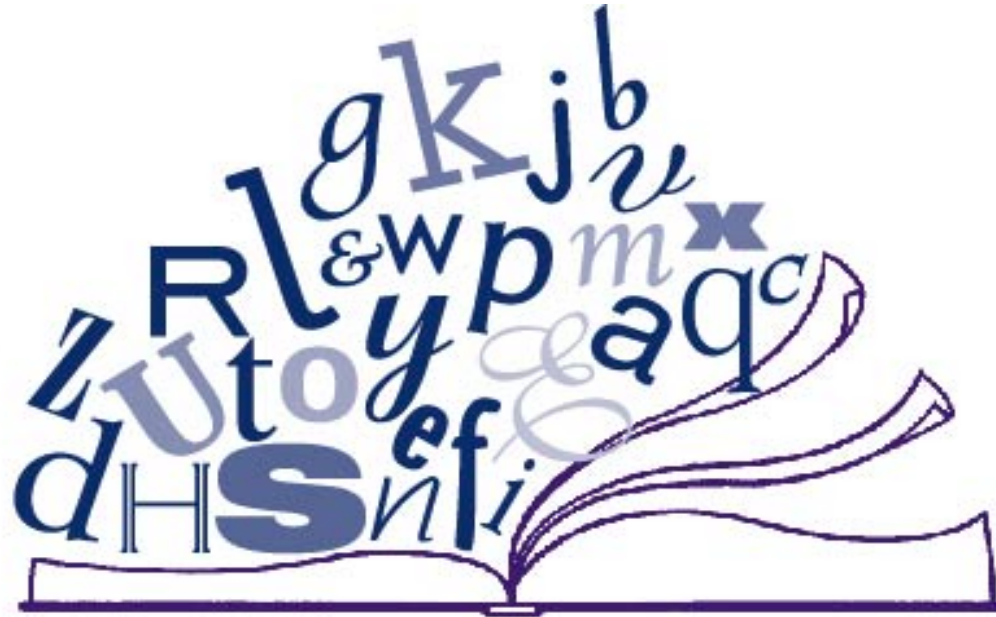


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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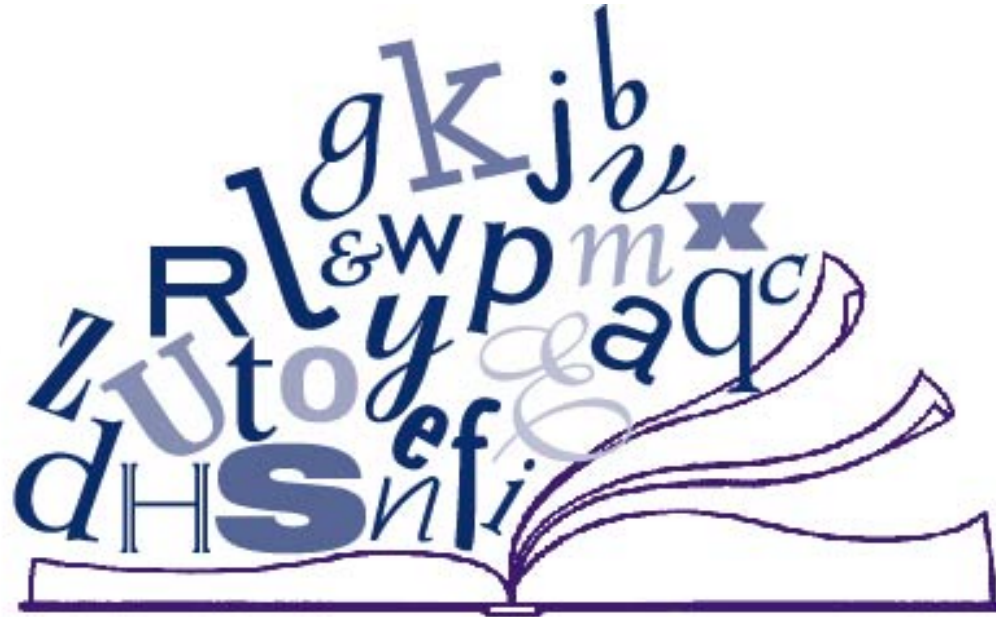
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Two



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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.**

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. • Students will 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 • use present, past, and future tenses appropriately • 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 • provide a referent for pronouns • demonstrate subject-verb agreement.

- 2.2 The student will continue to expand listening and speaking vocabularies.**
- a) Use words that reflect a growing range of interests and knowledge.**
 - b) Clarify and explain words and ideas orally.**
 - c) Follow oral directions with three or four steps.**
 - d) Give three-step and four-step directions.**
 - e) Identify and use synonyms and antonyms in oral communication.**

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 expand listening and speaking vocabularies in the context of fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics. • Students will learn to use antonyms, synonyms, and descriptive language to explain and clarify ideas. • Students will demonstrate an increase in vocabulary by giving and following three-step or four-step directions. • 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 fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics • use specific vocabulary from content study to express interests and knowledge • 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 • follow three-step and four-step directions • give three-step and four-step directions • sequence three or four steps chronologically in oral directions.

- 2.3 The student will use oral communication skills.**
- a) Use oral language for different purposes: to inform, to persuade, and to entertain.**
 - b) Share stories or information orally with an audience.**
 - c) Participate as a contributor and leader in a group.**
 - d) Summarize information shared orally by others.**

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 will learn to summarize information as they continue to share stories. • Students will learn the dynamics and roles of working in small groups. • Students will learn to use selected vocabulary and information to match their purpose — to inform, to persuade, or to entertain. 	<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. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use proper pitch and volume • speak clearly and distinctly • share and retell an experience or story in a logical order • select vocabulary and nonverbal expressions appropriate to purpose and audience • express ideas clearly and in an organized manner • share with an audience stories or information relevant to a topic • contribute information, ask questions, clarify, summarize, 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.

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.

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

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. 	<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,wh,ch,th</i>) to decode and spell words • apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, 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 to self-correct reading when meaning breaks down.

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

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 language structure when reading. 	<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 prior knowledge to interpret pictures and diagrams in order to predict text • use meaning clues to support decoding • use surrounding words in a sentence to determine the meaning of a word • use the context of the sentence to distinguish which of the multiple meanings of a word makes sense • 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 • reread to clarify meaning.

- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of antonyms and synonyms.

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 prefixes, suffixes, contractions, singular possessives, abbreviations, synonyms, and antonyms. 	<p>All students should</p> <ul style="list-style-type: none"> understand that their knowledge of prefixes, suffixes, contractions, singular possessives, simple abbreviations, 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 common prefixes and suffixes to decode words demonstrate an understanding of common prefixes, such as <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>pre-</i>, and <i>mis-</i> demonstrate an understanding of common suffixes, such as <i>-er</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-est</i>, and <i>-ly</i> demonstrate an understanding of the meaning of contractions demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., <i>Mary's</i>) identify simple abbreviations, including those for titles (e.g., <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>), calendar words (e.g., <i>Jan.</i>, <i>Feb.</i>, <i>Mon.</i>, <i>Tue.</i>), and address words (e.g., <i>St.</i>, <i>Rd.</i>) supply synonyms and antonyms for a given word.

- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.**
- a) Preview the selection by using pictures, diagrams, titles, and headings.**
 - b) Set purpose for reading.**
 - c) Read stories, poems, and passages with fluency and expression.**
 - d) Reread and self-correct when necessary.**

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 a variety of strategies to increase fluency and get meaning from print. • Students will continue to develop further the prereading strategies of previewing the text and setting a purpose for reading. • Students will use phonetic strategies to decode words and use pictures, sentence structure, and context to get meaning. • Reading levels: <ul style="list-style-type: none"> ◦ independent level – 95% accuracy, or about 1 of every 20 words misread ◦ instructional level – 90% accuracy, or about 1 of every 10 words misread ◦ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread. • Fluency develops as students have many opportunities to practice reading on their independent reading level. • Students should read about 70 to 110 words per minute in grade-level material. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they should use a variety of strategies to read • understand that text read aloud has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use prior knowledge to predict information • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the 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 • set a purpose for reading • use print clues, such as bold type, italics, and underlining, to assist in reading • apply phonics, meaning clues, and language structure to decode words and increase fluency • use phonics, meaning clues, and language structure strategies to reread and self-correct • pause at commas and periods during oral reading • practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.**
- a) Make predictions about content.**
 - b) Read to confirm predictions.**
 - c) Relate previous experiences to the topic.**
 - d) Ask and answer questions about what is read.**
 - e) Locate information to answer questions.**
 - f) Describe characters, setting, and important events in fiction and poetry.**
 - g) Identify the problem, solution, and main idea.**

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 fiction and nonfiction selections • 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 locating specific information in nonfiction text. • Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea. • Students will continue to respond in writing to what is read. <p>CONTINUED</p>	<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"> • read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • use information from the text to make predictions • use information from a selection to confirm predictions • find evidence to support predictions • begin to skim for information • apply knowledge of story structure to predict what will happen next • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions • use knowledge from their own experiences to make sense of and talk about a topic • describe the setting and important events of a story • describe a character's traits, feelings, and actions as presented in a story • identify the problem and solution presented in a story • identify the main idea <p>CONTINUED</p>

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.**
- a) Make predictions about content.**
 - b) Read to confirm predictions.**
 - c) Relate previous experiences to the topic.**
 - d) Ask and answer questions about what is read.**
 - e) Locate information to answer questions.**
 - f) Describe characters, setting, and important events in fiction and poetry.**
 - g) Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 • locate information in textbooks and other trade books to answer questions • begin to use knowledge of transition words (signal words), such as <i>first</i>, <i>next</i>, and <i>soon</i>, to understand how information is organized • organize information, using graphic organizers • use the framework of beginning, middle, and end to retell story events • ask and answer simple who, what, when, where, why, and how questions • write responses to what they read.

2.9 The student will demonstrate comprehension of information in reference materials.

- a) Use a table of contents.**
- b) Use pictures and charts.**
- c) Use dictionaries and indices.**

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, diagrams, and tables • interpret information presented in bar graphs, charts, and pictographs • alphabetize words to the second and third letter • locate words, using first, second, and third letter • locate guide words, entry words, and definitions in dictionaries and indices.

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.

2.10 The student will maintain manuscript 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 manuscript through use and at the same time begin to make 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 handwriting 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 neatly • space words in sentences • space sentences in writing • learn basic strokes for cursive.

- 2.11 The student will write stories, letters, and simple explanations.
- a) Generate ideas before writing.
 - b) Organize writing to include a beginning, middle, and end.
 - c) Revise writing for clarity.
 - d) Use available technology.

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. • 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 ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. <p>(Note: Students are not expected to know these terms.)</p>	<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"> • brainstorm for ideas • organize information with graphic organizers, such as story maps, webs, and event frames • use graphic organizers to plan their writing • verbalize their writing plan to a partner or teacher • write stories that include a beginning, middle, and end • stay on topic • write complete sentences • begin to group sentences into paragraphs • use adjectives to elaborate simple sentences • 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 • 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 • use available technology to write.

- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
- a) Recognize and use complete sentences.**
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.**
 - c) Capitalize all proper nouns and the word *I*.**
 - d) Use singular and plural nouns and pronouns.**
 - e) Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.**
 - f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.**

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 will apply grammatical rules to their writing. 	<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 • use singular and plural nouns • use singular and plural pronouns • capitalize all proper nouns and all words at the beginning of sentences • capitalize the word <i>I</i> • punctuate declarative, interrogative, and exclamatory sentences • use apostrophes in contractions • spell high-frequency sight words, compound words, and regular plurals correctly.