



2024 ENGLISH STANDARDS OF LEARNING

Grade 2 Instructional Guide

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GUIDANCE OVERVIEW

The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Grade 2 students engage with complex literary texts (RL), they also practice communicating (C), writing and language (W and LU), decoding (FFR), encoding (FFW), and building vocabulary (RV) throughout the lesson, all within a literacy genre. The same integration of skills is true as Grade 2 students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and accessing the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support claims and draw conclusions. Students will access grade level text by applying their foundational reading and writing standards (FFR and FFW) as they develop as skilled readers and build stamina (DSR).

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students' current levels of proficiency and grade-level standards using the "Side-by-Sides" and "Progression Charts" of the 2024 English *Standards of Learning*. Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In Grades K-5, students will receive foundational instruction in both reading (FFR) and writing (FFW) as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will build reading fluency, read grade-level-complex text, and ensure they're responding both in writing and orally to text-based questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina (DSR). The Developing Skilled Readers and Building Reading Stamina was added to

emphasize skills and strategies use within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literary and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level-complex text in which students are engaged.

Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge in order to meet the rigor of the Reading Literary Texts and Reading Informational Text standards.

- History/Social Science Example: When teaching the Grade 2 Economic standards from the 2023 History and Social Studies *Standards of Learning* around spending and saving skills, teachers may decide to include reading the literary text, *Chicken Sunday* by Patricia Polacco and the informational text, *Making Smart Choices: Needs and Wants* by Lisa Bullard. This text set reinforces what students are learning in social studies, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the Grade 2 Cross Content Connections section at the end of the instructional guide.

INSTRUCTIONAL GUIDE QUICK LINKS:

While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and planning questions to consider with integrating all the 2024 English Standards of Learning.

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Foundations for Reading and Foundations for Writing](#)
- [Reading & Vocabulary](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacy and Language Usage](#)
- [Research](#)
- [Grade 2 Cross Content Connections](#)
- [References](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.

- Read a variety of grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- Proficiently read and comprehend a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- When responding to texts through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary K-12**).
- (Reading Strategies 3-12):** Introduced in Grade Three.

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building

Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 2 Understanding the Standards Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Grade 2</i>
2.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12) .	<ul style="list-style-type: none"> • Division-adopted HQIM provides students complex texts that are grade level appropriate. • Division-adopted HQIM contains controlled text containing previously taught phonics skills, as well as grade level text containing text complexity and rich vocabulary that support comprehension. • Fluency lessons demonstrate the gradual release of responsibility as teachers model fluent reading skills and allow students to apply these skills as they self-monitor for fluency (accuracy, automaticity, appropriate rate, and meaningful expression) and comprehension.
2.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12) .	<ul style="list-style-type: none"> • Division-adopted HQIM includes materials providing students opportunities to participate in reading grade-appropriate texts in a variety of genres. • Students will read literary and informational texts (e.g., narrative, informational, technical, plays, poetry, and fantasy).
2.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to	<ul style="list-style-type: none"> • Materials in division-adopted HQIM support student discussions, and/or writing in which text-based evidence is cited to support their claims using text-based skills such as analyzing, and synthesizing.

<p>support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<ul style="list-style-type: none"> • When using text-based skills in writing, students should use grade-level appropriate language, conventions, and vocabulary. • Division-adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge. • Division-adopted HQIM provides a wide range of authentic writing opportunities.
<p>2.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p>	<ul style="list-style-type: none"> • Division-adopted HQIM provides opportunities for students to engage in a wide variety of grade-level appropriate literary and informational texts around themes, and topics of studies in order to build word, and world knowledge to deepen understanding. • Within division-adopted HQIM, teachers are provided grade-appropriate texts that can be used in whole-class activities (e.g. read alouds, vocabulary, and knowledge building), and within small group activities (e.g. reader’s theater, plays, literature circles) which provide opportunities for students to work collaboratively, sharing opinions, making connections, and building understanding their related experiences, themes, and topics. • Connections can be made between texts in division-adopted HQIM and the <i>Virginia Standards of Learning</i> in both Science and History and Social Science. • Vocabulary within the division-adopted HQIM complex texts are words derived from Tier 2 and Tier 3 including vocabulary used in reading, writing, speaking and listening activities with topics of study (e.g. domain-specific words/phrases, conceptual words/phrases, figurative language, and/or technical language).

Incorporating K-5 HQIM and the 2024 English *Standards of Learning*:

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division adopted and approved HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-25

school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

FOUNDATIONS FOR READING & FOUNDATIONS FOR WRITING

GRADE 2 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Foundations for Reading and Foundations for Writing in the 2024 *English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards-Foundations for Reading](#)
- [LINK- Grade 2 Understanding the Standards-Foundations for Writing](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
- Foundations for Reading (FFR) strand focuses on phonological and phonemic awareness, phonics and word analysis.
- Foundational skills are a priority in Grade 2 as students' progress to reading and writing more complex patterns and common affixes.
- Phonological and phonemic awareness focuses at the phoneme level.
- Phonics and word analysis standards contain grade level expectations for the phonics features that students will apply in decoding/reading and encoding/spelling.
- Students will apply knowledge of syllabication and syllable types, affixes, and grade-level high-frequency words when reading in order to build automaticity and accuracy.
- Foundations for Writing (FFW) strand focuses on students accurately and automatically maintaining legible print as

they begin to transition to cursive writing.

- Students learn to write capital and lowercase cursive letters and sign first and last names.
- Students apply their knowledge of spelling single syllable words, to spell multisyllabic words.
- The end of year expectations for students is to decode/read and encode/spell open and closed syllable words to include blends, digraphs, and trigraphs as well as words containing vowel teams and r-controlled vowels.

Foundations for Reading

2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

- A. Isolate sounds in four and five phoneme words.
- B. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
- C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).

2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

- A. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).
- B. Decode and encode words with vowel teams and r-controlled vowels.
- C. Use knowledge of syllabication and syllable types to decode words.
- D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.
- E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.

Foundations for Writing

2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.

2.FFW.1 Handwriting

- A. Maintain legible printing and begin to make the transition to cursive.
- B. Begin to write capital and lowercase letters of the alphabet in cursive.
- C. Begin to sign his/her first and last names.

2.FFW.2 Spelling

- A. Use phoneme/grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels.
- B. Use phoneme/grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.
- C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Phonological and Phonemic Awareness <i>2.FFR.2A Isolate sounds in four and five phoneme words.</i></p> <p><i>2.FFR.2B Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).</i></p> <p><i>2.FFR.2C Demonstrate the ability to segment words with four and five phonemes, including</i></p>	<ul style="list-style-type: none"> • What activities can be done to practice isolating, blending, and segmenting words? • How will the teacher ensure that instruction is explicit (I do, we do, you do) and systematic (logical order)? • How will the teacher reinforce previous taught patterns (cumulative instruction)? 	<ul style="list-style-type: none"> • Give students opportunities for isolating sounds, blending sounds to create words, and segmenting word into individual sounds/phonemes (2.FFR.2). <ul style="list-style-type: none"> ○ Isolate Sounds: Teacher will say a word asking for an isolated sound (e.g., first, second, third, fourth sound). Student will say the word and then repeat the sound requested (2.FFR.2A). ○ Elkonin Boxes: Teacher will say a word. Student will repeat the word, placing chips in the boxes as they segment the phonemes in the word (2.FFR.2A). ○ Say It/Move It: Teacher will say the word. Student will repeat the word, placing magnetic chips in the boxes as they segment the phonemes in the word. Then, the student will use their magnetic want to slide and blends the sounds together to say a word (2.FFR.2B, 2.FFR.2C). ○ Finger Tapping: Teacher will say a word. Students will hold up one finger for each sound they hear

<p><i>words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).</i></p>		<p>(2.FFR.2A, 2.FFR.2C).</p> <ul style="list-style-type: none"> • Provide opportunities for students to manipulate (delete, add, and substitute) sounds in words (2.FFR.3B, 2.FFR.3E, 2.FFR.3F). <ul style="list-style-type: none"> ○ Word Chaining: Students will use magnetic letters or letter tiles to alter or build words. Teacher will give students the first word. Then teacher will tell students a sound/phoneme or letter, to change to create a new word. Example: In this example the teacher is focusing on “r-controlled vowel” sounds. Students start with the word <i>park</i>. Teacher asks students to change the /ar/ sound to /or/ sound. Students say the new word <i>pork</i>. Teacher asks students to change /p/ sound to /f/ sound. Students say the new word <i>fork</i>. • Review previously taught patterns by incorporating them into isolation, blending and segmenting activities until mastery (1.FFR.2).
<p>Decoding 2.FFR.3A <i>Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).</i></p> <p>2.FFR.3B <i>Decode and encode words with vowel</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding/reading words? • How will the teacher ensure that students understand syllabication when decoding multisyllabic words containing affixes? 	<ul style="list-style-type: none"> • Model how to sound out letters and then blend them together to decode/read words. <ul style="list-style-type: none"> ○ Blending Practice: Teacher models how to blend words and then gives students practice blending. Example: Teacher displays a word (slam). Teacher says “blend” As teacher slowly drags her finger under the word students blend “ssssllllaaaamm”) Then teacher returns to the front of the word, taps the word and says “word” Students reply “slam” (2.FFR.3A, 2.FFR.3B). • Provide practice for students to decode/read grade level words that incorporate the new and previously taught

<p><i>teams and r-controlled vowels.</i></p> <p><i>2.FFR.3C Use knowledge of syllabication and syllable types to decode words.</i></p> <p><i>2.FFR.3D Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.</i></p>		<p>phonics features.</p> <ul style="list-style-type: none"> ○ Visual Practice: Teacher will show students letter or word cards. Students will give the corresponding sound or read the word shown by the card (2.FFR.3C, 2.FFR.3D). ○ Auditory Practice: Teacher will say a sound or word. Students will give the letter or letters they hear (2.FFR.3C, 2.FFR.3D). ○ Word Chaining: Students will write or build using letter tiles new words by changing a sound or phoneme in the word. Teacher will say the first word and students will write the word down. Then the teacher will tell students to change the word to another word. Example: In this example the teacher is focusing vowel-consonant-e. Students write the first word <i>joke</i>. Teacher asks students to change the /j/ to a /p/. Students will decode the word <i>poke</i>. Teacher asks students to change the letter o to the letter i, and students will decode the word <i>pike</i> (2.FFR.2A, 2.FFR.2B, 2.FFR.2C).
<p>Encoding</p> <p><i>2.FFR.3A Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV).</i></p>	<ul style="list-style-type: none"> ● How will the teacher ensure all students are encoding/spelling words? 	<ul style="list-style-type: none"> ● Provide practice for students to encode/spell words with short vowels and/or beginning and ending digraphs, blends and trigraphs in closed and open syllables (2.FFR.3A). ● Provide practice for students to encode/spell words with vowel teams and r-controlled vowels (2.FFR.3B). ● Provide practice for encoding/spelling words that includes new and previously taught phonics features. <ul style="list-style-type: none"> ○ Phoneme-Grapheme Mapping: Teacher will say a word. Students will repeat the word and then

<p><i>2.FFR.3B Decode and encode words with vowel teams and r-controlled vowels.</i></p> <p><i>2.FFW.1 Handwriting</i></p> <p><i>2.FFW.2 Spelling</i></p>		<p>move a chip into a box for each sound/phoneme the student hears. Students will then replace the chips with the grapheme that correctly represents the phoneme (2.FFR.3A, 2.FFR.3B).</p> <ul style="list-style-type: none"> ○ Word Spelling: Students will write words to correspond to the phonics feature currently being taught. Be sure no words used include phonics features students have not learned (2.FFR.3A, 2.FFR.3B). ○ Dictation: Students will write sentence to reinforce phonics features they are currently learning or have learned in previous lessons. Be sure no words in the sentence include phonics features students have not learned (2.FFR.3A, 2.FFR.3B). ○ Word Chaining: Students will write new words by changing a sound or phoneme in the word. Teacher will say the first word and students will write the word down. Then the teacher will tell students to change the word to another word. Example: In this example the teacher is focusing on “r-controlled vowels”. Students write the first word “far”. Teacher asks students to change the word “far” to “farm”. Teacher asks students to change “farm” to “firm”. Teacher asks students to change “firm” to “form” (2.FFR.3A, 2.FFR.3B).
<p>Irregular and High Frequency Words <i>2.FFR.3E Read grade-level high frequency words,</i></p>	<ul style="list-style-type: none"> ● Educators will use the scope and sequence from their division-adopted HQIM for the 	<ul style="list-style-type: none"> ● Use protocol for introducing irregular words that calls attention to predictable spellings, along with the unexpected spellings (2.FFR.2C, 2.FFR.2D, 2.FFR.3G, 2.FFR.3H, 2.FFR.3E).

<p><i>including decodable and irregular words, with automaticity and accuracy.</i></p>	<p>high-frequency words.</p>	<ul style="list-style-type: none"> ○ Introduce students to the new word and use the word in a sentence. ○ Say the sounds and identify how many sounds are in the word, draw blanks for the number of sounds on a whiteboard. ○ Model writing the word for students: Discuss the regularly spelled sounds within the word and model writing them. ○ Discuss the irregular sound with students and tell them they will need to remember this part of the word. ○ Guide students to write the word in the air, on paper, on a whiteboard, etc. ○ Provide opportunities for students to practice writing and saying the word. ● Provide opportunities for students to practice encoding/spelling irregular words within sentences (2.FFR.3E). ● Provide support and opportunities for students to practice decoding/reading high-frequency words both in isolation and in connected text (2.FFR.3E). ● Provide support and opportunities for students to practice encoding/spelling high-frequency words (2.FFR.3E).
<p>Connected Text <i>2.DSR.A Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in</i></p>	<ul style="list-style-type: none"> ● What text within division-adopted HQIM will be used for students to practice using foundational reading and writing skills? 	<ul style="list-style-type: none"> ● Provide students with opportunities to read decodable text that includes words with the new and previously taught phonics features (2.DSR.A). Students can: <ul style="list-style-type: none"> ○ Whisper read the text while the teacher monitors, ○ Partner read decodable text,

<p><i>successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.</i></p>		<ul style="list-style-type: none"> ○ Chorally read the text with the teacher, ○ Reread decodable text to build fluency. ● Provide corrective feedback when a student misreads a word. The teacher can alert the student to misread word and give an opportunity to self-correct. If the student has difficulty, the teacher can restate the sound-spelling that was missed and give the student the opportunity to re-blend the word correctly (2.FFR.2B, 2.FFR.2C, 2.FFR.3A, 2.FFR.3B, 2.FFR.3C, 2.FFR.3D). ● Provide students with opportunities to transfer decodable reading skills within grade-level text to support understanding of text being read. <ul style="list-style-type: none"> ○ Encourage students to self-monitor while reading (e.g., realizing when to pause, break words into phonemes, and blend together for accuracy when reading for understanding) (2.DSR.A).
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Supports & Extensions

- Teachers can provide more support for students in flexible grouping by targeting explicit instruction to the needs of the student for reinforcement.
- Teachers can provide students with additional reading support in decodable text.
- Teacher can provide students with flexible grouping for targeted practice as students transfer into grade-level text.
- Teacher can support student understanding of grade level text by allowing students to write about their reading, thus supporting the reading/writing process in understanding.

READING AND VOCABULARY | GRADE 2 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Reading and Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading and Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 2 Understanding the Standards-Reading and Vocabulary](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
 - The Grade 2 Reading and Vocabulary strand focuses on explicit instruction, students systematically build vocabulary from listening to above grade level texts, reading grade level texts, and participating in discussions.
 - Vocabulary instruction should not be done in isolation but correlated to words found within the text being read or listened to.
 - Introduce new vocabulary that enhances discussion and understanding of Grade 2 topics and texts.
 - Guide students in integrating the literary, informational and vocabulary strands to develop discussion around themes in literary text, and main idea and details in informational text within thematic units of study.
 - Teachers support students' vocabulary development by reading high-quality, content rich texts.
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Reading and Vocabulary

2. RV The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.

2.RV.1 Vocabulary Development and Word Analysis

- A. Discuss meanings of new words or phrases acquired through conversations and literature.
- B. Use vocabulary across content areas.
- C. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
- F. Distinguish shades of meaning among verbs and adjectives.
- G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- H. Use newly learned words and phrases in discussions and speaking activities.

Planning for Literary Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>2.DSR.A Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band.</i></p>	<ul style="list-style-type: none"> • Identify authentic stopping points in the text to teach/decode new, grade level words using morphology and/or syllabication. • Vocabulary taught is dependent on the text. Plan for ways to build students' vocabulary and add to students' understanding of morphology. • Consult division-adopted HQIM for a scope and sequence for morphemes to be taught systematically. 	<ul style="list-style-type: none"> • Teachers should be intentional about which words they select from grade-level text to explicitly teach. These could include: <ul style="list-style-type: none"> ○ General academic language and content-specific vocabulary words, ○ Adding stopping points to model and/or explicitly teach students how to use knowledge of syllabication, syllable types, and morphology to read with automaticity and accuracy (<i>2.RV.1E, 2.FFR.3</i>)
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>2.DSR.D Regularly engage in listening to a series of conceptually related texts</i></p>	<ul style="list-style-type: none"> • Utilize division-adopted HQIM and/or text sets to build knowledge and vocabulary. • How will the teacher allow students multiple opportunities to hear related words and build 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>2.RV.1A, 2.RV.1J</i>). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing.

<p><i>organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>knowledge networks?</p> <ul style="list-style-type: none"> • What words are selected to explicitly teach from the text (general academic language, content-specific vocabulary)? • How will the teacher explicitly teach selected vocabulary from text? • Plan for a vocabulary routine. 	<ul style="list-style-type: none"> • Engage in activities with students to activate prior (experience) and background (content knowledge) through reading literary and informational texts. • Explicitly teach the decoding of grade level vocabulary through syllable types or morphemes. • Model breaking down words to their smallest parts of meaning (root, base, affixes). • Allow opportunities where students can use knowledge of word relationships when inferring the meaning of complex words.
<p>Supports for decoding and encoding* <i>2.FFR.2 The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).</i></p> <p><i>2.FFR.3 The student will apply phonetic principals to read and spell words.</i></p> <p><i>2.FFW</i> <i>The student will print</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding/reading words in Grade 2 text? • How will the teacher ensure that decoding and encoding instruction is explicit (I do, we, do, you do) and systematic (logical order)? • Does the text provide authentic opportunities to revisit previously taught morphemes? • How will students read, write and discuss/communicate 	<ul style="list-style-type: none"> • Provide opportunities for students to decode/read words that incorporate the new and previously taught phonics features. • Provide opportunities for students to apply the following features when encoding/spelling words from text: <ul style="list-style-type: none"> ○ Words containing short vowels and include, blends, digraphs, and trigraphs (closed and open syllables) (2.FFR.3A), ○ Words containing vowel teams (2.FFR.3B), ○ Words containing r-controlled vowels (2.FFR.3B). • Explicitly model and provide opportunities for students to: <ul style="list-style-type: none"> ○ Use syllabication (e.g. vowel in each syllable) and the six syllable types found in text (2.FFR.3C), ○ Deconstruct words by smallest unit of meaning, meaningful part (e.g. root, base) (RV.1C), ○ Analyze words for affixes (prefixes/suffixes) (2.FFR.3D).

<p><i>legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</i></p>	<p>using newly acquired vocabulary?</p>	<ul style="list-style-type: none"> • Build students’ general and academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss a variety of texts. • *Provide scaffolded assistance as needed.
<p>Craft text dependent questioning (in discussion and in writing) <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Plan for stopping points and questioning that will support student’s in systematically building vocabulary and word knowledge - consider roots, bases, affixes, homophones, morphology, synonyms, antonyms, shades of meaning when developing your stopping points. 	<ul style="list-style-type: none"> • Provide opportunities for students to use newly acquired vocabulary and topic specific language and vocabulary to communicate when responding in text-based discussions and writing.

READING LITERARY TEXT | GRADE 2 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 *English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards-Reading Literary Text](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
 - In Grade 2, the Reading Literary Text standards are met with an emphasis on reading grade level texts with prosody, accuracy, and appropriate rate, as well as modeling of these skills through interactive read alouds.
 - Student read a variety of literary and informational texts including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.
 - Select purposeful text to allow students to build background world and word knowledge.
 - Teach students to think critically within text, while explicitly teaching students how to self-monitor their understanding when reading on their own.
 - Key Ideas and Plot Details focuses on retelling, identifying plot elements sequentially, and generating predictions.
 - Integration of Concepts focuses on understanding characters and plot elements within and between stories.
 - Students continue to expand their comprehension of literary and informational texts through interactive read/think alouds, collaborative discussions and writing about text.
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Reading Literary Text

2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.

2.RL.1 Key Ideas and Plot Details

- A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
- B. Identify a story's central conflict using events from the plot as evidence.
- C. Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
- D. Generate predictions about story characters and events using the text.

2.RL.3 Integration of Concepts

- A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge.
- B. Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives.

C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).

Planning for Literary Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>2.DSR.A Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English Standards of Learning. • Ensure Grade 2 students read a variety of text including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures. 	<ul style="list-style-type: none"> • Use grade level complex texts from division-adopted HQIM Grade 2-3 Lexile band on the Appendix 420-820 (<i>2.DSR.A</i>). • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>2.DSR.A, 2.RV.1</i>).
<p>Demands of Text* <i>2.DSR.A Read a variety of grade-level text with</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and 	<ul style="list-style-type: none"> • Identify explicit stopping points to model and teach students how to use their knowledge of syllabication, syllable types, and morphology (suffixes, prefixes,

<p><i>accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>2.DSR.B Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band.</i></p>	<p>reading the complex text?</p> <ul style="list-style-type: none"> • What are the knowledge demands of the text? (Literary knowledge, background knowledge, vocabulary knowledge) • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<p>root/base) to decode and comprehend unfamiliar words (2.RV.1, 2.FFR.3).</p> <ul style="list-style-type: none"> • Provide opportunities for students to apply knowledge of syllabication, syllable types, and morphology to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy (2.RV.1E, 2.FFR.3). • Explicitly teach word analysis skills by breaking down challenging words into syllables and morphemes to aid in understanding complex text (2.RV.1E, 2.FFR.3). • Pre-teach and discuss challenging language and sentence structure by breaking sentences, and words within sentences apart to construct meaning (2.RV.1A). • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text, ○ Partner read grade level text, ○ Partner read with a strategically selected partner for second read of text. • Provide sentence frames to support both oral language and writing (2.RV.1B, 2.RV.1H, 2.RL.1, 2.RL.3, 2.C.1) • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge and vocabulary understanding</p> <p><i>2.DSR.D Regularly engage in listening to a series of conceptually related texts</i></p>	<ul style="list-style-type: none"> • How will the teacher address the vocabulary that is crucial to understanding of the text? • How will the teacher build connections 	<ul style="list-style-type: none"> • Facilitate discussions about what is read to build background knowledge and vocabulary understanding <i>before, during and after reading.</i> • Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will read in the lesson. • Explicitly teach new words using vocabulary protocol

<p><i>organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>between related text?</p> <ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM will support the building of thematic units. • Plan to set a purpose for reading by activating or building prior (experience) and background (content knowledge). 	<p>that provides opportunities for students to engage with the word meaning (<i>2.RV.1A, 2.RV.1J</i>).</p> <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. <ul style="list-style-type: none"> • Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> ○ Use word attack skills to break words apart by prefixes, suffixes, and root words, and finding meaningful parts of word to construct meaning (<i>2.RV.1C, 2.RV.1E, 2.FFR.3C, 2.FFR.3D</i>), ○ Model thinking and use of knowledge of syllabication and morphology to decode challenging words and determine meaning within the text at strategic, predetermined stopping points (<i>2.RV.1H</i>), ○ Connect challenging words through visualizing and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers (<i>2.RV.1</i>). • Build connections between related text around a topic of study by: <ul style="list-style-type: none"> ○ Modeling through read aloud and interactive think aloud, ○ Selecting previously read connected text that students can relate to while building understanding, ○ Asking questions that guide students toward
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		<p>making connections.</p> <ul style="list-style-type: none"> Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (2.DSR.D). Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> Identify key questions from division-adopted HQIM to match the lesson’s objectives. Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. Plan to extend student comprehension by writing about what is read by using division-adopted HQIM. 	<ul style="list-style-type: none"> Use think-aloud strategies at strategic, predetermined stopping points during read aloud to model how good readers stop, question, and think as they read. Lead class in text-based question discussion, guiding students to go back to the text to support their thinking (2.C.1, 2.C.2). Use literal and inferential question stems when posing questions to students about what they heard or read (2.RI.1A). Provide opportunities for students to write in response to reading (2.FFW.1, 2.FFW.2, 2.W.1D, 2.LU.1, 2.LU.2A, 2.LU.2C). Explicitly model Language Usage (LU) and Writing (W) standards prior to having students show their thinking through writing (2.FFW.1, 2.FFW.2, 2.W.1D, 2.LU.1, 2.LU.2A, 2.LU.2C). Provide opportunities for students to have collaborative conversations to clarify understanding and discuss important details, as well as engaging in writing to express understanding related to reading (2.C.1A, 2.W.2).

READING INFORMATIONAL TEXT | GRADE 2 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 *English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards- Reading Informational Text](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
- In Grade 2, the Reading Informational Text standards focus on students regularly reading a variety of informational grade level text, using the guidelines from the appendix in the 2024 *English Standards of Learning*.
- Teachers regularly read above grade level informational texts aloud to students to model fluent reading, introduce new vocabulary, and enhance comprehension skills.
- Key Ideas and Confirming Details focuses on students answering literal and inferential questions, retelling of details related to a main topic, and differentiating fact and opinion.
- Craft and Styles focuses on students understanding of how the author's choice of text-features, organizational pattern, and author's purpose are used to convey a message.
- Integration of Concepts focuses on connecting prior knowledge to new knowledge and comparing and contrasting within and between text.

Reading Informational Text

2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.

2.RI.1 Key Ideas and Confirming Details

- A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.
- B. Retell key details of texts that demonstrate an understanding of the main topics of texts.
- C. Differentiate facts from opinions within a text.

2.RI.2 Craft and Style

- A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information.
- B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RI.3 Integration of Concepts

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast the most important points presented by two texts on the same topic.
- C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>2.DSR.A Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English Standards of Learning. • Ensure Grade 2 students can proficiently read and comprehend within a variety of complex texts including informational text, biographies, 	<ul style="list-style-type: none"> • Use grade level complex texts from division-adopted HQIM Grade 2-3 Lexile band on the Appendix - 420-820 (2.DSR.A). • Provide practice for students to read grade-level texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings.

	textbooks, articles.	
<p>Demands of Text* <i>2.DSR.A Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>2.DSR.B Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (literacy knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<ul style="list-style-type: none"> • Identify explicit stopping points to model and teach students how to use their knowledge of syllabication, syllable types, and morphology (suffixes, prefixes, root/base) to decode and comprehend unfamiliar words (2.RV.1, 2.FFR.3). • Provide opportunities for students to apply knowledge of syllabication, syllable types, and morphology to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy (2.RV.1E, 4.FFR.3). • Explicitly teach word analysis skills by breaking down challenging words into syllables and morphemes to aid in understanding complex text (2.RV.1E, 2.FFR.3). • Pre-teach and discuss challenging language and sentence structures by breaking sentences, and words within sentences apart to construct meaning (2.RV.1A). • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text, ○ Partner read grade level text, ○ Partner read with a strategically selected partner for second read of text. • Provide sentence frames to support both oral language and writing (2.RV.1B, 2.RV.1H, 2.RL.1, 2.RL.3, 2.C.1). • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge and</p>	<ul style="list-style-type: none"> • How will the teacher address the vocabulary that is crucial to the 	<ul style="list-style-type: none"> • Facilitate discussions about what read to build background knowledge and vocabulary understanding <i>before, during and after reading.</i>

<p>vocabulary understanding <i>2.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>understanding of the text?</p> <ul style="list-style-type: none"> • How will the teacher build connections between related text? • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM will support the building of thematic units. • Plan to set a purpose for reading by activating and/or building prior (experience) and background (content knowledge). 	<ul style="list-style-type: none"> • Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will read in the lesson. • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>2.RV.1A, 2.RV.1J</i>). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> ○ Use word attack skills to break words apart by prefixes, suffixes, and root words, and finding meaningful parts of word to construct meaning (<i>2.RV.1C, 2.RV.1E, 2.FFR.3C, 2.FFR.3D</i>), ○ Model thinking and use of knowledge of syllabication and morphology to decode challenging words and determine meaning within the text at strategic, predetermined stopping points (<i>2.RV.1H</i>), ○ Connect challenging words through visualizing and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers (<i>2.RV.1</i>). • Build connections between related text around a topic of study by: <ul style="list-style-type: none"> ○ Modeling through read aloud and interactive think
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		<ul style="list-style-type: none"> ○ aloud, ○ Selecting previously read connected text that students can relate to while building understanding, ○ Asking questions that guide students toward making connections. ● Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (2.DSR.D). ● Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> ● Identify key questions from division-adopted HQIM to match the lesson’s objectives. ● Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. ● Plan to extend student comprehension by writing about what is read. 	<ul style="list-style-type: none"> ● Use think-aloud strategies at strategic, predetermined stopping points during read aloud to model how good readers stop, question, and think as they read. ● Lead class in text-based question discussion, guiding students to go back to the text to support their thinking (2.C.1, 2.C.2). ● Use literal and inferential question stems when posing questions to students about what they heard or read (2.RI.1A). ● Provide opportunities for students to write in response to reading (2.FFW.1, 2.FFW.2, 2.W.1D, 2.LU.1, 2.LU.2A, 2.LU.2C). ● Explicitly model Language Usage (LU) and Writing (W) standards prior to having students show their thinking through writing (2.FFW.1, 2.FFW.2, 2.W.1D, 2.LU, 2.LU.2A, 2.LU.2C).

WRITING AND LANGUAGE USAGE | GRADE 2 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 *English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards-Writing](#)
- [LINK- Grade 2 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.
- Demonstrate how reading and writing develop simultaneously.
- Explicitly model writing in response to reading, and the writing process.
- Provide students with daily opportunities to read, write in response to the reading, and reread their writing for editing, and understanding.
- In Grade 2, Writing standards focus on students using a variety of writing forms (narrative, informative/explanatory, and opinion) to communicate ideas, and putting their ideas and thoughts in sequential order using time-related words to signal sequence of events.
- Students begin to revise and edit selected pieces of their writing for a specific audience with guidance and support from adults.
- Integrate grammar and language usage standards within writing instruction for purposeful learning.
- Provide opportunities for students to express and validate their opinions, both orally and in writing.

Writing

2.W The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.

2.W.1 Modes and Purposes for Writing

- A. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence.
- B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.
- C. Write opinion pieces on topics or texts that support a point of view with reasons.
- D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.

2.W.2 Organization and Composition

- A. Engage in writing as a process to plan writing based on purpose and genre. This includes:
 - i. Writing a clear topic sentence focusing on the main idea.
 - ii. Identifying the audience and purpose of the writing.
 - iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre.
 - iv. Providing a concluding statement or section.

2.W.3 Usage and Mechanics

- A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

Language Usage

2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

2.LU.1 Grammar

- A. Produce and expand complete sentences, both simple and compound.
- B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
- C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).
- D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).
- E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).
- F. Use subject-verb agreement in simple sentences.
- G. Use common abbreviations.
- H. Use contractions and singular possessives.

- I. Eliminate double negatives when speaking.

2.LU.2 Mechanics

- A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
- B. Use commas in salutation and closing of a letter.
- C. Generalize learned spelling patterns when writing words.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an exemplar of the genre <i>2.DSR.A Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary.</i></p>	<ul style="list-style-type: none"> • Utilize model texts of the type of writing: <ul style="list-style-type: none"> ○ texts from division-adopted HQIM, ○ texts from multiple sources, ○ student exemplar. 	<ul style="list-style-type: none"> • When selecting a model text consider: <ul style="list-style-type: none"> ○ Purpose and characteristics of writing (narrative, expository or informational, opinion). ○ How the author makes purposeful choices to express their message (text structure, word choice, style, organization)?
<p>Connect to previously read text to build knowledge and vocabulary</p>	<ul style="list-style-type: none"> • How does this writing instruction connect to previously instructed reading/texts? 	<ul style="list-style-type: none"> • Make connections between previously read text from the division-adopted HQIM and the exemplar of the type of writing to collaboratively brainstorm common characteristics.

<p>understanding <i>2.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> ○ Educators will plan to build writing instruction off previous steps in the writing process. 	<ul style="list-style-type: none"> ● Provide opportunities for students to respond to the text in various ways including summaries of the main points and personal reflections. ● Provide opportunities for students to build upon knowledge from texts used during instruction to write narrative stories, informational or expository pieces and opinion pieces. ● Reinforce phonics features previously taught, as well as new phonics features used in writing (2.FFR, 2.FFW).
<p>Skills in Practice <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> ● How will the teacher ensure all students are engaging in the writing process (Modeled, Shared Writing, Sentence frames/stems, Paragraph stems, Graphic organizers to support organization and thinking)? ● How will the teacher ensure that all students can access the mentor or exemplar texts? 	<ul style="list-style-type: none"> ● Support students in responding to the text in various ways including summaries of the main points and personal reflections. ● Combine, revise, and edit shorter pieces students previously wrote (e.g., response to reading or quick writes) to develop extended pieces of writing to demonstrate writing as a continuous process (2.W.1.D). ● Provide sentence and/or paragraph frames (2.W.2A) for oral and writing language development (2.C.1, 2.W). ● Include opportunities to apply the newly learned words and phrases in discussions and writing (2.C.1, 2.W). ● Provide guidance and support to students through the revision process to ensure writing is organized around a central idea using elaboration and transition words. ● Provide guidance and support to students through the editing process to ensure appropriate use of punctuation, correct spelling, and sentence variety.

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 2 -

INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies and Language Usage in the *2024 English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards-Communication & Multimodal Literacies](#)
- [LINK- Grade 2 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 2 Understanding the Standards.
- In Grade 2, Communication and Multimodal Literacies standards focus on building skills around communication, listening, and collaboration.
- Provide daily opportunities for students to participate in a range of collaborative discussions, which provides opportunities to demonstrate active listening and engagement, follow agreed-upon rules for discussions, practice building on others' ideas as well as expressing their own, and acquire or confirm information by asking and responding to questions.
- Integrate Communication and Language Usage standards to allow students to demonstrate their understanding of new learning through oral communication experiences prior to applying this learning to their reading and writing.
- Highlight the importance of the reciprocal nature of speaking and writing by focusing on students' speaking skills to strengthen students' writing and vice versa.

Communication and Multimodal Literacies

2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

2.C.1 Communication, Listening, and Collaboration

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

- i. Listening actively and following agreed upon rules for participating in discussions.
- ii. Respectfully building on others' ideas and expressing their own clearly.
- iii. Asking and responding to questions that acquire or confirm information on a topic.
- iv. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.

2.C.2 Speaking and Presentation of Ideas

- A. Use topic specific language and vocabulary to communicate ideas.
 - i. Speak audibly with appropriate pacing, prosody, and voice level.
 - ii. Engage the audience by asking and/or responding to questions.
- B. Create and participate in oral language activities that include oral storytelling and dramatics.
- C. Retell information in an organized manner, focused on a key topic or experience.

Language Usage

2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

2.LU.1 Grammar

- A. Produce and expand complete sentences, both simple and compound.
- B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
- C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth).
- D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).
- E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).
- F. Use subject-verb agreement in simple sentences.
- G. Use common abbreviations.
- H. Use contractions and singular possessives.
- I. Eliminate double negatives when speaking.

2.LU.2 Mechanics

- A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
- B. Use commas in salutation and closing of a letter.

C. Generalize learned spelling patterns when writing words.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Reading Literary Texts	<ul style="list-style-type: none"> • How will the teacher support students responding to text dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade level texts. 	<ul style="list-style-type: none"> • Ask and guide students in answering text-dependent questions (<i>2.C.1A, 2.RL</i>). • Model through teacher-led collaborative discussions, and guide students in group and one-on-one collaborative discussion focused on grade level texts (<i>2.C.1A</i>). • Guide students through a variety of text including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale to build reading proficiency and understanding (<i>2.DSR.B</i>). • Use think-aloud strategies during read alouds, modeling how good readers stop, question, and think as they read.
Reading Informational Texts	<ul style="list-style-type: none"> • How will the teacher support students responding to text dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade level texts. 	<ul style="list-style-type: none"> • Support students in asking and answering text-dependent questions (<i>2.C.1A, 2.RL</i>). • Demonstrate through teacher-led collaborative discussions, and guide student to in-group and one-on-one collaborative discussion focused on grade level texts (<i>2.C.1A</i>). • Guide students through a variety of literary forms found in informational text to build reading proficiency and understanding (<i>2.DSR.B</i>). • Use think-aloud strategies during read alouds, modeling how good readers stop, question, and think as they read.

<p>Reading and Vocabulary</p>	<ul style="list-style-type: none"> • How is the teacher supporting students to learn, use, and develop their general academic and content specific vocabulary? 	<ul style="list-style-type: none"> • Encourage students to use newly learned words and phrases in discussions and speaking activities (2.RV.1). • Model using taught vocabulary during daily instruction when speaking and writing (2.RV.1). • Discuss and explicitly teach meanings of words in context from a variety of texts across content areas to deepen understanding of word meaning and relationships (2.RV.1). • Encourage students to ask for the meaning of unknown words and make connections to familiar words (2.RV.1).
<p>Writing and Language Usage</p>	<ul style="list-style-type: none"> • How will the teacher instruct and/or provide feedback on oral language usage in order to support classroom instruction and student response? 	<ul style="list-style-type: none"> • Model and guide students to synthesize their ideas into their own writing (2.W.1, 2.W.2, 2.W.3, 2.C.1). • Model appropriate language usage.
<p>Research</p>	<ul style="list-style-type: none"> • How will the teacher support effective speaking and the presentation of ideas in order for students to communicate research findings successfully? • Plan for experiences where students are asked to present in an organized and concise manner, providing 	<ul style="list-style-type: none"> • Provide feedback and opportunities for students to share information gained through student research orally and in their own words (2.C.2B).

	evidence to support their main ideas, as founded through research.	
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RESEARCH | GRADE 2 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 2 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 1-3 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 *English Standards of Learning*.

- [LINK- Grade 2 Understanding the Standards-Research](#)

Teacher’s Note:

- Use the Grade 2 Understanding the Standards.
- In Grade 2, the Research standards focus on students learning to explore topics of research found within text.
- Encourage the development of research skills that are foundational to effective critical thinking, guiding students in responsible use of information.
- Students collaborate in whole or small groups to generate topics, ask questions, and find and record information.
- Teach students in Grade 2 to use templates to record and organize the collected information being mindful to avoid plagiarism.
- Students share their research in oral presentations through writing, and visual displays.

Research

2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.

2.R.1 Evaluation and Synthesis of Information

- Identify a topic and generate questions to explore the topic.
- Locate information in reference texts, electronic resources, interviews, or provided sources.

- C. Use templates to organize the information collected (e.g., charts, graphs).
- D. Record information on sources using own words, organizing evidence into provided categories.
- E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select the purpose for research <i>2.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • Utilize themes from division-adopted HQIM. • Utilize opportunities for cross-content connections when researching topics or themes from History and Social Science, and Science. 	<ul style="list-style-type: none"> • Use a variety of literary and informational texts to provide opportunities to compare and contrast topics and ideas (2.RL.3C, 2.RI.3B). • Identify a topic and generate questions to explore within the unit of study (2.R.1A).
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>2.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as</i></p>	<ul style="list-style-type: none"> • How does this research connect to the topics and themes students are learning? • Plan for how students will share new knowledge garnered from research and continue to ask questions to deepen their understanding. 	<ul style="list-style-type: none"> • Guide students in researching to build background knowledge on grade level content and texts (2.RL.3A, 2.RI.3A).

<p><i>context for new learning.</i></p>		
<p>Skills in Practice <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Plan for integrating student research with expository writing (W, LU) instruction and student reading of informational text (RI, RV). 	<ul style="list-style-type: none"> • Provide opportunities during reading and writing instruction for students to formulate questions about specific literary or informational text topics (2.R.1A). • Provide opportunities for students to revise research questions. • Determine words/terms that can be used when searching for more information on various topics (2.R.1B). • Guide students in researching historical periods and/or scientific concepts and vocabulary across content to gain a better understanding of the texts (2.RV.1B, 2.DSR.C).
<p>Modeling <i>2.DSR.C When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • How can the teacher model working through the research process? • Utilize examples of finished research products (papers, multimodal presentations). 	<ul style="list-style-type: none"> • Model how to use print and digital literary and informational texts to answer research questions (2.R.1B). • Model how to evaluate sources and gather information, organize and synthesize information, and cite sources (2.R.1, 2.C.1, 2.C.2). • Demonstrate how to respond to topics using evidence from various text sources and how to avoid plagiarism when using another person’s work (2.R.1E). • Model recording information from sources using own words, and how to organize evidence into provided categories within unit of study (2.R.1D) • Model writing using their own words, while avoiding plagiarism (2.R.1E).

GRADE 2 CROSS CONTENT CONNECTIONS

Developed in collaboration with the Virginia Department of Education’s History and Science Department

Teacher’s Note about Lexile Levels and Pairing Text: The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, selected approved HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing text sets, students should be anchored in grade-level complex text. Grade level complex text is both a quantitative and qualitative decision-making process. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade level, complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they’ve read in both writing and speaking.

Note: The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

Science		
Grade 2 Quantitative Range (420-820) from Appendix of the 2024 English Standards of Learning		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Force, Motion, Energy	<ul style="list-style-type: none"> <i>The Magic School Bus Plays Ball: A Book About Forces</i> by Joanna Cole 	<ul style="list-style-type: none"> <i>A Look at Magnets</i> by Barbara Alpert(570L)

	<p>(610L)</p> <ul style="list-style-type: none"> • <i>Amazing Magnetism: A Magic School Bus Chapter Book: A Book About Magnetism</i> by Rebecca Carmi (620L) • <i>Force and Motion</i> by Joseph Midthun (530L) • <i>Push and Pull, Fast and Slow</i> by Darlene Ruth Stille (570L) • <i>Magnet Max</i> by Monica Lozano Hughes (640L) 	<ul style="list-style-type: none"> • <i>Gravity! Do you Feel it?</i> by Buffy Silverman (560L) • <i>The Mystery of Magnets</i> by Pamela Bliss (710L) • <i>Magnets: Pulling Together, Pushing Apart</i> by Natalie Rosinsky (780L) • <i>Forces at the Amusement Park</i> by Tammy Enz (760L) • <i>Energy at the Amusement Park</i> by Karen Latchana Kenney (690L)
Matter	<ul style="list-style-type: none"> • <i>What's the Matter in Mr. Whiskers' Room?</i> By Michael Elsohn Ross (590L) • <i>Change It! Solids, Liquids, Gases and You</i> by Adrienne Mason (600L) • <i>Do you Really Want to Skate on Thin Ice? A Book About States of Matter</i> by Daniel Maurer (600L) • <i>What's the MATTER with The Three Little Pigs?: The Fairy Tale Physics of Matter</i> by Thomas Kingsley Troupe (570L) 	<ul style="list-style-type: none"> • <i>Many Kinds of Matter: A Look at Solids, Liquids, and Gases</i> by Jennifer Boothroyd (500L) • <i>Where did the Water go?</i> By Amy Hansen (500L) • <i>How do we Measure Matter?</i> By Lynn Peppas (780L) • <i>Matter</i> by Megan Cooley Peterson (540L)
Living Systems	<ul style="list-style-type: none"> • <i>The Magic School Bus Plants Seeds: A Book About How Living Things Grow</i> by Joanna Cole (420L) • <i>Amara and the Bats</i> by Emma Reynolds (820L) 	<ul style="list-style-type: none"> • <i>Seeds Go, Seeds Grow</i> by Mark Weakland (590L) • <i>Penguins</i> by Bobbie Kalman (790L) • <i>Tigers</i> by Claudette Hegel (790L) • <i>Spiders</i> by Rebecca Pettiford (500L)

	<ul style="list-style-type: none"> • <i>Burt the Beetle Lives Here</i> by Ashley Spires (520L) • <i>Living Sunlight: How Plants Bring the Earth to Life</i> by Molly Bang (610L) • <i>The Magic School Bus: Inside a Beehive</i> by Joanna Cole (610L) • <i>Bat Loves the Night</i> by Nicola Davis (640L) • <i>An Egg is Quiet</i> by Dian Hutts Aston (670L) • <i>Antarctic Antics</i> by Judy Sierra (630L) 	<ul style="list-style-type: none"> • <i>Air</i> by Tamra Orr (480L) • <i>What Do Plants Need to Survive?</i> by Emily Raij (540L) • <i>It's Ecology</i> by Wes Schuck (790L) • <i>Penguins!</i> by Gail Gibbons (740L)
Earth and Space Systems	<ul style="list-style-type: none"> • <i>Cloud Dance</i> by Thomas Locker (550L) • <i>I Wonder Why the Wind Blows: And Other Questions About our Planet</i> by Anita Ganeri (740L) • <i>Cloudy With a Chance of Meatballs</i> by Judi Barrett (730L) 	<ul style="list-style-type: none"> • <i>Clouds</i> by Bill McAuliffe (700L) • <i>Hurricanes</i> by Bill McAuliffe (660L) • <i>Thunderstorms</i> by Bill McAuliffe (780L)
Earth Resources	<ul style="list-style-type: none"> • <i>The Giving Tree</i> by Shel Silverstein (530L) • <i>The Lorax</i> by Dr. Seuss (560L) • <i>The Great Kapok Tree</i> by Cherry Lynne (590L) • <i>We Planted a Tree</i> by Diane Muldrow (620L) • <i>Compost Stew: An A-o-Z Recipe</i> 	<ul style="list-style-type: none"> • <i>How are Plants Helpful</i> by Kelly Macaulay (550L) • <i>A Tree for All Seasons</i> by Robin Bernard (510L) • <i>Red Leaf, Yellow Leaf</i> by Lois Ehlert (530L) • <i>Over and Under the Ponds</i> by Kate Messner (660L)

	<p><i>for the Earth</i> by Mary McKenna Siddals (780L)</p>	<ul style="list-style-type: none"> • <i>Over and Under the Canyons</i> by Kate Messner (680L) • <i>Into the Forest: Wander Through our Woodland World</i> by Christiane Dorion (510L)
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Social Studies		
<i>Grade 2 Quantitative Range (420-820) from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Civics: Rights & Responsibilities	<ul style="list-style-type: none"> • <i>America the Beautiful</i> by Cholena Rose Dare (500L) • <i>Who Was George Washington?</i> by Roberta Edwards (720L) • <i>Her Right Foot</i> by Dave Eggers (800L) • <i>What if Everybody Did That?</i> by Ellen Javernick (450L) • <i>I Need My Own Country</i> by Rick Walton (510L) 	<ul style="list-style-type: none"> • <i>A Picture Book of Abraham Lincoln</i> by Mary Pope Osborne (720L) • <i>A Picture Book of Goerge Washington</i> by Mary Pope Osborne (70L) • <i>Counting on Community</i> by Innosanto Nagara (440L) • <i>Making the Rules: What Does Our Government Do?</i> by DK (420L)
Civics: Holidays	<ul style="list-style-type: none"> • <i>Apple Pie Fourth of July</i> by Janet Wong (540L) • <i>Martin Luther King Jr Day: Robin Hill School</i> by Margaret McNamara (600L) • <i>When Martin Luther King Wore Roller Skates (Leaders Doing Handstands)</i> by Mark Andrew Weakland (660L) 	<ul style="list-style-type: none"> • <i>Presidents’ Day</i> by Melissa Ferguson (540L) • <i>Veteran’s Day (Traditions & Celebrations)</i> by Charles C. Hofer (690L) • <i>The History of President’s Day (History of Our Holidays)</i> by Barbara M. Linde (500L)

	<ul style="list-style-type: none"> • <i>Red, White and Blue and Katie Woo</i> by Fran Manushkin (500L) • <i>Ellie Mae on President’s Day: An Ellie Mae Adventure</i> by Hillary Homzie (520L) 	
Geography: Maps, Landmarks, and Historic Events	<ul style="list-style-type: none"> • <i>There’s A Map on Lap</i> by Tish Rabe (580L) • <i>Flat Stanley: His Original Adventure</i> by Jeff Brown (750L) • <i>My Weird School Fast Facts: Geography</i> by Dan Gutman (710L) • <i>The Boy Who Loved Maps</i> by Kari Allen (590L) 	<ul style="list-style-type: none"> • <i>111 Amazing Geography Facts: World Geography Book for Kids with Impressive Country Facts for Each Continent</i> by Bobby Backpacker (580L) • <i>O’ Say Can You See? America’s Landmarks and Important Words</i> by Sheila Keenan (800L) • <i>What is the Declaration of Independence?</i> by Michael C. Harris (880L)
Economics	<ul style="list-style-type: none"> • <i>If You Give a Moose a Muffin</i> by Laura Numeroff (590L) • <i>Alexander, Who Wished to be Rich Last Sunday</i> by Judith Viorst (570L) • <i>The Giving Tree</i> by Shel Silverstein (530L) • <i>Chicken Sunday</i> by Patricia Polacco (650L) • <i>Stone Soup</i> by Ann McGovern (480L) 	<ul style="list-style-type: none"> • <i>Making Smart Choices: Needs and Wants</i> by Lisa Bullard (520L) • <i>Money Madness</i> by David Adler (580L) • <i>Lemons and Lemonade: A Book About Supply and Demand</i> by Nancy Loewen (560L) • <i>Save, Spend, Donate: A Book About Managing Money</i> by Nancy Loewen (5530L)

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