

LCPS Elementary Report Card

Reading & Writing - Guidance for Families

GR 2 - 2024 English Standards



FAMILY GUIDE TO GR 2 ENGLISH STANDARDS BY STRAND

Foundations for Reading (FFR)

Foundations for Reading: These standards focus on fostering students' understanding and working knowledge of foundational reading skills. The Foundations for Reading strand is organized into three categories: Print Concepts, Phonological and Phonemic Awareness, and Phonics and Word Analysis. The Print Concept standards directly address the skills needed for students to understand how print works. The Phonological and Phonemic Awareness standards directly focus on students' understanding of how speech can be broken into smaller units of sound. An emphasis is placed on phonemic awareness, understanding the individual sounds (phonemes) within a word and blending and segmenting words and syllables at the phoneme level. The Phonics and Word Analysis strand contains grade level expectations for the phonics features students will apply. These standards include the use of syllables and affixes to aid in decoding, highlighting that English is a morphophonemic language. The foundational skills addressed in these standards are necessary and important components in developing proficiency in reading, but they are not the end goal themselves.

In second grade, students will:

- Demonstrate understanding of phonemic awareness and alphabet knowledge to decode (read) words/syllables that contain four or five phonemes (sounds).
- Demonstrate understandings of how to decode words/syllables that contain digraphs, beginning and ending blends, open and closed syllables, vowel-consonant-e, common vowel teams, and r-controlled vowels.
- Demonstrate understanding of how to decode multisyllabic words using knowledge of syllable types and affixes.

Developing Skilled Readers and Building Reading Stamina (DSR)

Developing and building knowledge, comprehension and vocabulary skills by regularly reading literary and information texts, including those that have similar topics. Students achieve this by reading a range of challenging and complex texts. To support reading comprehension, students should build fluency to read words accurately, quickly, and with appropriate expression. Students will also use reading strategies to support their comprehension when they encounter a challenging section or passage. Students will also use what they have read as evidence to support their claims in their discussions and writings, including quotations or paraphrasing when relevant. Strands from the 2017 Reading standards (e.g., reading fiction, reading nonfiction, and reading vocabulary) have been included in Developing Skilled Readers. This strand has been added to the 2024 English Standards of Learning, and it serves as the bedrock for grade-level reading comprehension expectations and should be applied when students are reading, writing, collaborating, and researching.

In second grade, students will:

- Routinely listen to engaging texts around a similar topic to gain knowledge and vocabulary.
- Use several pieces of evidence from the text to support their thinking around texts through discussion and or writing.
- Students will read and reread a variety of grade level texts based on quantitative and qualitative analysis chart, with accuracy, automaticity, appropriate rate, and meaningful expression.

Reading and Vocabulary (RV)

Systematically building vocabulary breadth and depth through engaging in texts and participating in rich conversations. The Reading and Vocabulary strand highlights how word etymology, context clues, and cross-discipline vocabulary words impact reading comprehension.

In second grade, students will:

- Use newly gained vocabulary from texts and school topics when speaking.
- Use antonyms and synonyms to deepen understanding of a word's meaning and relationships.
- Use knowledge of common grade appropriate suffixes and prefixes to determine the meaning of unknown words.

Reading Literary Texts (RL)

Deepening and demonstrating comprehension in the understanding of complex literary texts, textual elements, structure, and themes. The Reading Literary Texts strand is organized into three categories: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Fiction.” The Key Ideas and Plot Details section contains the standards that directly address the literary elements (e.g., characterization, literary forms) that impact the plot and theme. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, rhetorical devices, figurative language, and text organization and structure are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between characters, events, and settings influence the text.

In second grade, students will:

- Students will read and listen to a variety of grade-level complex literacy texts with a focus on fables/fairytales.
- Identify the story’s central conflict using events from the plot as evidence.
- Describe the character’s attributes and how they respond to major events and challenges.
- Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives.
- Compare and contrast story elements across two versions of the same story from different cultures

Reading Informational Texts (RI)

Deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes. The Reading Informational Texts strand is organized into three categories: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In 2017, this strand was named “Reading Nonfiction.” The Key Ideas and Confirming Details section contains the standards that directly address the skills associated with reading informational texts (e.g., summarizing main ideas, analyzing examples and anecdotes, and tracing arguments) that are supported by evidence and reasons. The Craft and Style section contains the standards that address how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message. The Integration of Concepts section contains the standards that address how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author’s perspective.

In second grade, students will:

- Identify common text features and their purposes, identify the main idea and supporting details from a text listened to.
- Identify the main purpose of a text including what the author wants to answer, explain, or describe.
- Differentiate between fact and opinion
- Compare and contrast information from multiple texts on the same topic.
- Describe the interactions between two individuals, events, ideas, or pieces of information in texts.

Foundations for Writing (FFW)

The Foundations for Writing strand has been organized into two categories: Handwriting and Spelling. These foundational writing skills are necessary so that students can successfully communicate their ideas in writing. The standards in Handwriting address students' ability to be accurate and automatic with letter formation in printing and cursive. These standards also address skills like applying spaces between words and students signing their first and last names. The Spelling standards contain the phonics features that students are responsible for at each grade level.

In second grade, students will:

- Build accuracy and automaticity with letter formation and spaces between words when printing and using cursive.
- Encode (spell) words/syllables that contain digraphs, beginning and ending blends, open and closed syllables, vowel-consonant-e, vowel teams, and r-controlled vowels.
- Encode (spell) multisyllabic words using phoneme-grapheme correspondence.

Writing (W)

Composing a variety of writings for diverse audiences and purposes. The Writing strand has been organized into four categories: Modes and Purposes for Writing, Organization and Composition, and Usage and Mechanics (3-12). The Modes and Purposes for Writing section contains strands and skills associated with writing narratives, expository texts, persuasively about topics or texts, and reflectively in response to text(s). The Organization and Composition section contains the skills

associated with the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts. The Usage and Mechanics section contains the skills specifically addressed when revising and editing. In 2017, Grammar and Usage were a part of the Writing strand, and it was moved to Language Usage in 2024.

In second grade, students will:

- Understand the key components to include when writing a narrative, informative/explanatory, and opinion piece of writing.
- Engage with the writing process to plan and write based on the purpose and genre.
- With guidance and support from adults, revise and edit writing for clarity.

Language Usage (LU)

Developing and using the conventions of Standard English when speaking and writing as appropriate for the context. These standards house the grade level expectations for grammar and usage when applied to speaking and writing. These standards grow in content and rigor across the grade levels. In 2017, this strand was formerly a part of the Writing strand. The Grammar section contains the specific conventions and functions of words to be learned in the grade level (e.g., adverbs, phrases and clauses, and pronoun-antecedent agreement) that impact sentence construction by applying them for specific purposes. The Mechanics section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.

In second grade, students will:

- Produce and expand both simple and compound sentences.
- Use frequently occurring conjunctions to signal simple relationships.
- Identify statements, questions, and commands, and use correct ending punctuation.

Communications and Multimodal Literacies (C)

The Communication and Multimodal Literacies strand is now organized into four categories: Communication, Listening, and Collaboration, Speaking and Presentation of Ideas, Integrating Multimodal Literacies, and Examining Media Messages. The Communication, Listening, and Collaboration strand contains how students facilitate and collaborate with diverse partners through discussions. The Speaking and Presentation of Ideas section contains the strands and skills

associated with student expectations when reporting on a topic or presenting an opinion. The Integrating Multimodal Literacies section contains the strands associated with using multimodal content to craft and publish media messages for various audiences. The Examining Media Messages section contains strands and skills associated with interpreting and explaining the characteristics, information, and impact of media messages on the intended audience.

In second grade, students will:

- Use complete sentences when engaging in conversations while asking questions, expressing needs, and collaborating around ideas in a range of settings.
- Ask and respond to questions to acquire or confirm information on a topic.
- Use topic specific language and engage the audience by asking and/or responding to questions when presenting ideas.

Research (R)

Conducting research and reading conceptually related texts for a variety of purposes. The Research strand has been organized into one category: Evaluation and Synthesis of Information. Students are encouraged to formulate questions, evaluate the validity of their research from multiple sources, and apply it in their writing and/or responses.

In second grade, students will:

- Generate questions, find and evaluate information from a range of sources, and share findings with others while avoiding plagiarism.