

2017



**ENGLISH**  
Standards of  
Learning  
**CURRICULUM  
FRAMEWORK**

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# 2017 Virginia English Standards of Learning Curriculum Framework

## Introduction

The *2017 English Standards of Learning Curriculum Framework* is a companion document to the *2017 English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local programs of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral; teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12, creating a comprehensive instructional tool, which prepares students for success in future postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.

The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: *Essential Understandings*; and *Essential Knowledge, Skills and Processes (EKSP)*. The purpose of each column is explained below.

### Overview of Standard and Teacher Notes

This section includes background information for teachers. It contains content that may extend teachers' knowledge of each standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating the standard(s). *Teacher Notes* are found at the beginning of each strand in the English Curriculum Framework.

### Essential Understandings

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

### Essential Knowledge, Skills, and Processes

Standards are expanded in the *EKSP* column. This column outlines what students should know and be able to do in each standard. This is not meant to be an exhaustive list, nor one that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The *EKSP* is not a one-to-one match of the Standards. If the standard is self-explanatory, there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the *EKSP* column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for *English Standards of Learning* assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

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## STRAND: COMMUNICATION AND MULTIMODAL LITERACIES

At the second grade level, students will develop an understanding of language structure and enhance their ability to communicate effectively. Students will use listening and speaking skills to participate in classroom discussions, work respectfully with others, and develop simple presentations using multimodal tools. Students will create oral stories and participate in choral speaking, recitation, and creative dramatics. Students will take turns in different roles during collaborative activities. Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration. These skills are essential for success in future postsecondary education and workplace environments.

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### *Teacher Notes*

- Teachers should provide daily opportunities for student communication and collaboration in a variety of settings.
  - Teachers should provide opportunities for students to create multimodal presentations independently or collaboratively.
  - Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).
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## STRAND: COMMUNICATION AND MULTIMODAL LITERACIES

### 2.1 The student will use oral communication skills.

- a) Listen actively and speak using appropriate discussion rules.
- b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- d) Share information orally with appropriate facts and relevant details.
- e) Use increasingly complex sentence structures in oral communication.
- f) Begin to self-correct errors in language use.
- g) Participate as a contributor and leader in collaborative and partner discussions.
- h) Ask and answer questions to seek help, get information, or clarify information.
- i) Retell information shared by others.
- j) Restate and follow multi-step directions.
- k) Give multi-step directions.
- l) Work respectfully with others and show value for individual contributions.
- m) Create a simple presentation using multimodal tools.

#### ESSENTIAL UNDERSTANDINGS

All students should understand that oral communication can be used for a variety of purposes.

#### ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- participate in a range of collaborative discussions by building on others' ideas and clearly expressing thoughts and opinions
- participate in collaborative conversations for various purposes
- ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others)
- follow rules for discussion
- use proper pitch and volume
- speak clearly and distinctly
- share and retell an experience or story to an audience in a logical order, with appropriate facts and descriptive details
- select vocabulary appropriate to purpose and audience
- express ideas clearly and in an organized manner
- confer with small-group members about how to present information to the class
- carry out a specific group role, such as leader, recorder, materials manager, or reporter

## ESSENTIAL UNDERSTANDINGS

## ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

- engage in taking turns in conversations by
  - making certain all group members have an opportunity to contribute
  - listening attentively by making eye contact while facing the speaker
  - eliciting information or opinions from others
- give and follow multi-step directions
- speak in complete sentences when appropriate to task and situation to provide details and clarification.

**STRAND: COMMUNICATION AND MULTIMODAL LITERACIES**

**2.2 The student will demonstrate an understanding of oral early literacy skills.**

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Participate in a variety of oral language activities, including choral speaking and recitation.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand that telling oral stories and participating in creative dramatics develop comprehension
- understand that choral and echo speaking build oral literacy skills.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- use the story structure of beginning, middle, and end to tell a story of an experience
- maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood
- add appropriate elaboration and detail while telling oral stories
- dramatize familiar stories (e.g., plays, skits, reader's theater)
- participate in frequent oral language activities through choral speaking and the reciting of poems and stories with repeated patterns.



## STRAND: READING

Developing literacy skills continues to be a priority in the second grade. Students will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. Students will expand vocabulary, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. Students will identify story elements including plot, characters, setting, theme, conflict, and resolution. Students will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will learn and apply comprehension strategies while reading cross-content materials. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and workplace environments.

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### *Teacher Notes*

- Teachers should provide opportunities for both independent and silent reading with options for student choice.
  - Teachers should introduce students to longer, more complex texts.
  - At this point, students should understand that plot is important events that occur in fiction. Theme can be defined as topical theme (e.g., friendship, family, working hard) or lesson in fiction (e.g., lesson learned in *The Ugly Duckling*).
  - Expansion of vocabulary comes through the use of authentic texts whether read aloud or independently.
  - Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.
  - In teaching fiction, teachers should also note the introduction of story elements including plot, conflict, and resolution.
  - Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
    - Teachers may integrate the strands through the use of thematic units.
    - Teachers should ask students to write about what they have read.
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2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.

- a) Count phonemes within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into phonemes.
- d) Add or delete phonemes to make words.
- e) Blend and segment multisyllabic words at the syllable level.

ESSENTIAL UNDERSTANDINGS

All students should understand that spoken words are made up of individual phonemes, which can be manipulated to make new words.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- count phonemes in one-syllable words (e.g., *man* has three phonemes /m/-/a/-/n/, *chop* has three phonemes /ch/-/o/-/p/, and *drop* has four phonemes /d/-/r/-/o/-/p/)
- isolate and manipulate phonemes
- blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → *pan*, /d/-/r/-/i/-/p/ → *drip*)
- segment words by saying each sound (e.g., *pan* → /p/-/a/-/n/, *drip* → /d/-/r/-/i/-/p/)
- add a phoneme from an orally presented word or rime to make a new word (e.g., *pie/pipe*, *four/fork*, *cab/crab*, *ot/lot*, *ap/map*)
- delete a phoneme from an orally presented word to make a new word (e.g., *rice/ice*, *beach/bee*, *weight/weigh*, *couch/cow*)
- blend and segment multisyllabic words at the syllable level
- identify syllables in a word (e.g., students tap *snowball* → /snow/- /ball/, clap out the word *hamburger* → /ham/- /bur/-/ger/)
- state the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → *fantastic*)
- delete a syllable from a word and state what remains (e.g., say *celebrate* without *brate* [cele])
- manipulate sounds in words to form new or nonsense words.

2.4 The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words.
- d) Apply decoding strategies to confirm or correct while reading.

ESSENTIAL UNDERSTANDINGS

All students should understand the need to apply phonetic strategies to decode and spell words.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- apply knowledge of consonants and consonant blends to decode and spell words
- apply knowledge of consonant digraphs (e.g., *sh, wh, ch, th*) to decode and spell words
- distinguish long and short vowels when reading one-syllable regularly spelled words
- apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*), CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*) to decode and spell words
- apply knowledge of r-controlled vowel patterns to decode and spell words
- read regularly spelled one- and two-syllable words automatically
- decode regular multisyllabic words
- use a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words.

**2.5 The student will use semantic clues and syntax to expand vocabulary when reading.**

- a) Use information and context clues in the story to read words.
- b) Use knowledge of sentence structure to determine the meaning of unknown words.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand that a variety of strategies can be used to read unfamiliar words
- understand that specific vocabulary helps explain and clarify ideas.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- use meaning clues to support decoding
- use surrounding words in a sentence to determine the meaning of a word
- determine which of the multiple meanings of a word in context makes sense
- use knowledge of word order, including subject, verb, and adjectives, to check for meaning.

2.6 The student will expand vocabulary and use of word meanings.

- a) Use knowledge of homophones.
- b) Use knowledge of prefixes and suffixes.
- c) Use knowledge of antonyms and synonyms.
- d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- e) Use word-reference materials including dictionaries, glossaries and indices.
- f) Use vocabulary from other content areas.

ESSENTIAL UNDERSTANDINGS

All students should understand that knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can be used to read unfamiliar words.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

To be successful with this standard, students are expected to

- use the context of a sentence to apply knowledge of homophones (e.g., such as *pair* and *pear*)
- identify and recognize meanings of common prefixes and suffixes (e.g., *un-*, *re-*, *mis-*, *dis-*, *-y*, *-ly*, *-er*, *-ed*, *-ing*, *-est*, *-ful*, *-less*, *-able*)
- use common prefixes and suffixes to decode words
- determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., *tie/untie*, *fold/unfold*, *write/rewrite*, *call/recall*)
- supply synonyms and antonyms for a given word
- use knowledge of antonyms when reading (e.g., *hot/cold*, *fast/slow*, *first/last*)
- use knowledge of synonyms when reading
- use a thesaurus to expand synonym knowledge
- demonstrate an understanding of what the apostrophe signifies in singular possessive words
- demonstrate an understanding of the meaning of contractions
- discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as *slender*, *thin*, *scrawny*; closely related verbs such as *look*, *peek*, *glance*)
- use knowledge of the meaning of individual words to predict the meaning of compound words
- alphabetize words to the second and third letter
- use specific vocabulary from content area study.

**STRAND: READING**

**2.7 The student will read and demonstrate comprehension of fictional texts.**

- a) Make and confirm predictions.
- b) Connect previous experiences to new texts.
- c) Ask and answer questions using the text for support.
- d) Describe characters, setting, and plot events in fiction and poetry.
- e) Identify the conflict and resolution.
- f) Identify the theme.
- g) Summarize stories and events with beginning, middle, and end in the correct sequence.
- h) Draw conclusions based on the text.
- i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand the elements of fiction (i.e., characters, setting, plot events)
- understand details are important to comprehend the text.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- set a purpose for reading
- use titles to generate ideas about the text
- use details from the text to confirm and revise predictions made before, during, and after reading
- explain how illustrations and images contribute to and clarify text
- describe a character's traits, feelings, and actions as presented in fictional texts
- describe the characters, settings, and important plot events using details
- identify the main conflict and resolution in fictional texts
- determine the theme of fictional texts (e.g., friendship, family, working hard)
  - thematic topic
  - lesson learned
- use knowledge of transition words (e.g., *first*, *next*, and *soon*) to understand how information is organized in sequence
- demonstrate comprehension by writing responses to what they read
- practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression.

**2.8 The student will read and demonstrate comprehension of nonfiction texts.**

- a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
- b) Make and confirm predictions.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions using the text as support.
- f) Identify the main idea.
- g) Draw conclusions based on the text.
- h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand texts provide information or explain a process
- understand text features serve a purpose
- understand that comprehension requires making, confirming and revising predictions
- understand that details and information from the text are used to draw conclusions.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- explain how illustrations and images contribute to and clarify text
- skim text for section headings, bold type, and picture captions to help set a purpose for reading
- use print clues, such as bold type, italics, and underlining, to assist in reading
- use text features to make, revise, and confirm predictions, locate information, and answer questions
- use knowledge of sequence to read and follow recipes and other sets of directions
- determine the main idea using details for support
- ask and answer questions about what is read to demonstrate understanding (e.g., *who, what, when, where, why, and how*)
- begin to use knowledge of transition words (signal words; e.g., *first, next, and soon*) to understand how information is organized
- demonstrate comprehension by writing about what is read
- use information from the text to draw conclusions.

## STRAND: WRITING

At the second grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students will begin to make the transition to cursive handwriting. Students will understand writing as a process and will write in a variety of forms. Students will organize writing according to type and purpose and will elaborate to provide support and detail. They will also begin to apply written communication skills across all content areas. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.

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### *Teacher Notes*

- Teachers should model the writing process for students.
  - Teachers should refer to examples of writing in mentor texts.
  - The focus of writing in second grade is narrative, descriptive, opinion, and expository.
  - Teachers will teach students to include facts in support of a main idea.
  - Teachers should use student writing to teach editing skills.
  - Teachers will provide opportunities for students to both orally and in writing express opinions with a reason.
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**STRAND: WRITING**

**2.9** The student will maintain legible printing and begin to make the transition to cursive.

- a) Begin to write capital and lowercase letters of the alphabet.
- b) Begin to sign his/her first and last names.

**ESSENTIAL UNDERSTANDINGS**

All students should understand that legible printing is an important tool of written communication.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- write legibly
- space words in sentences
- space sentences in writing
- learn basic strokes for cursive.

**STRAND: WRITING**

**2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.**

- a) Understand writing as a process.
- b) Identify audience and purpose.
- c) Use prewriting strategies to generate ideas before writing.
- d) Use strategies for organization according to the type of writing.
- e) Organize writing to include a beginning, middle, and end.
- f) Write facts about a subject to support a main idea.
- g) Write to express an opinion and provide a reason for support.
- h) Expand writing to include descriptive detail.
- i) Revise writing for clarity.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand that writers use the writing process including planning, drafting, revising, editing, and publishing
- understand that written communication should be well-planned and clear to the reader.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)
- generate ideas and organize information before writing
- participate in shared writing projects
- write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement
- write narratives describing events with details, sequence, and a closure
- develop writing by focusing on one topic
- write complete sentences
- begin to compose, organize, and format paragraphs
- use adjectives to elaborate and expand simple sentences
- describe events, ideas, and personal stories with descriptive details
- use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize writing
- produce and expand complete simple and compound sentences (e.g., *The girl listened to the music. The little girl listened to the loud music.*)
- strengthen writing as needed by revising writing, staying on topic, and including details
- consult reference materials to check and correct spelling
- avoid stringing ideas together with *and* or *then*.

**STRAND: WRITING**

**2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.**

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- i) Use commas in salutation and closing of a letter.
- j) Use past and present verbs.
- k) Use adjectives correctly.

**ESSENTIAL UNDERSTANDINGS**

All students should understand that proper grammar, capitalization, punctuation, and spelling contribute to the meaning of writing.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

- punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point
- capitalize the word *I*, all proper nouns, and words at the beginning of sentences
- use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, fish*)
- use apostrophes to form contractions and common singular possessives
- identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms., and Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*)
- use commas in the salutation (e.g., *Dear Tyrell,*) and closing (e.g., *Sincerely*) of a letter.

## STRAND: RESEARCH

Students will conduct research by generating topics of interest, asking questions, identifying sources, and finding and organizing information. Students will complete an oral, written, or visual research product collaboratively or individually. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

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### *Teacher Notes*

- Teachers should have students collaborate in whole or small groups during the research process.
  - Teachers should teach students the difference between plagiarism and using their own words.
  - Teachers should use the librarian/media specialist's expertise in teaching the research process.
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**STRAND: RESEARCH**

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

- a) Generate topics of interest.
- b) Generate questions to gather information.
- c) Identify pictures, texts, people, or media as sources of information.
- d) Find information from provided sources.
- e) Organize information in writing or a visual display.
- f) Describe difference between plagiarism and using own words.

**ESSENTIAL UNDERSTANDINGS**

All students should

- understand that research can be used to answer questions or solve problems
- understand that various sources can help provide information
- understand the meaning of plagiarism and learn to use own words when researching.

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

To be successful with this standard, students are expected to

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