

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
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INDICATOR	B.	Use vocabulary across content areas.
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INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
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INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
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INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
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INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
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INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
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STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RI.3.	Integration of Concepts

INDICATOR	A.	Use prior (experience) and background (content) knowledge as context for new learning.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

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Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Discuss meanings of new words or phrases acquired through conversations and literature.

INDICATOR B. Use vocabulary across content areas.

INDICATOR E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.

INDICATOR F. Distinguish shades of meaning among verbs and adjectives.

INDICATOR G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.

INDICATOR H. Use newly learned words and phrases in discussions and speaking activities.

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR

- i. Listening actively and following agreed upon rules for participating in discussions.

Week 01: Pre-Writing, p. 33-39

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	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).
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INDICATOR / STANDARD

- 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).

INDICATOR / STANDARD

- 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).

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD

- 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD

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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

- E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.2.	Speaking and Presentation of Ideas
INDICATOR	B.	Create and participate in oral language activities that include oral storytelling and dramatics.

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
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STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
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INDICATOR	B.	Use vocabulary across content areas.
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INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

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INDICATOR / STANDARD	2.RL.3.	Integration of Concepts
INDICATOR	C.	Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories).

STRAND / TOPIC

Foundations for Writing

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

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
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STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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 (Reading Fluency, K-12).
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

**STRAND /
TOPIC****Foundations for Writing**

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

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD B. Decode and encode words with vowel teams and r-controlled vowels.

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR A. Discuss meanings of new words or phrases acquired through conversations and literature.

INDICATOR B. Use vocabulary across content areas.

INDICATOR D. Use the context of a sentence to apply knowledge of homophones.

INDICATOR E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.

INDICATOR F. Distinguish shades of meaning among verbs and adjectives.

INDICATOR H. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
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INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
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INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	H.	Use contractions and singular possessives.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
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Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
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STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC Reading and Vocabulary

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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
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INDICATOR	B.	Use vocabulary across content areas.
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INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
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INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Foundations for Writing

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

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

STRAND / TOPIC

Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	B.	Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 07: Unit 2 Summarizing from Notes, p. 85-91

Virginia Standards of Learning**Language Arts**

Grade 2 - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.

INDICATOR	C.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Foundations for Writing

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

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	B.	Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 08: Unit 2 Summarizing from Notes, p.93-99

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD B. Decode and encode words with vowel teams and r-controlled vowels.

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	D.	Use the context of a sentence to apply knowledge of homophones.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC **Foundations for Writing**

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

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 10: Unit 2 Summarizing from Notes, p.109-115

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 11: Unit 2 Summarizing from Notes, p.117-123

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
INDICATOR / STANDARD	D.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	C.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).

INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 12: Unit 2 Summarizing from Notes, p.125-131

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
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STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
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INDICATOR	B.	Use vocabulary across content areas.
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INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
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INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
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INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.
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**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

STRAND / TOPIC **Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
INDICATOR / STANDARD	D.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	D.	Use the context of a sentence to apply knowledge of homophones.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
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INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
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INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
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STRAND / TOPIC Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	H.	Use contractions and singular possessives.
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
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INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
INDICATOR / STANDARD	D.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	C.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).

INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	H.	Use contractions and singular possessives.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	D.	Use the context of a sentence to apply knowledge of homophones.

INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.2.	Speaking and Presentation of Ideas
INDICATOR	B.	Create and participate in oral language activities that include oral storytelling and dramatics.

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
INDICATOR / STANDARD	D.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.

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

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

STRAND / TOPIC

Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	H.	Use contractions and singular possessives.
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STRAND / TOPIC**Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Virginia Standards of Learning**Language Arts**

Grade 2 - Adopted: 2024

STRAND / TOPIC**Foundations for Reading**

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
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INDICATOR / STANDARD B. Decode and encode words with vowel teams and r-controlled vowels.

STRAND / TOPIC**Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	D.	Use the context of a sentence to apply knowledge of homophones.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	2.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	2.FFW.2.	Spelling
INDICATOR	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.
INDICATOR	B.	Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words.

INDICATOR	C.	Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
STRAND / TOPIC		Writing
STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.
STRAND / TOPIC		Writing
STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar
INDICATOR	H.	Use contractions and singular possessives.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR

- i. Listening actively and following agreed upon rules for participating in discussions.

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

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

- B. Decode and encode words with vowel teams and r-controlled vowels.

INDICATOR / STANDARD

- D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD

- 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD

- 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

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

2.RV.1. Vocabulary Development and Word Analysis

INDICATOR

- A. Discuss meanings of new words or phrases acquired through conversations and literature.

INDICATOR

- B. Use vocabulary across content areas.

INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.

STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Virginia Standards of Learning
Language Arts
Grade 2 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	2.FFR.3.	Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.
INDICATOR / STANDARD	B.	Decode and encode words with vowel teams and r-controlled vowels.
INDICATOR / STANDARD	D.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	C.	Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed).
INDICATOR	D.	Use the context of a sentence to apply knowledge of homophones.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.

INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
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STRAND / TOPIC Foundations for Writing

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

INDICATOR	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.
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STRAND / TOPIC Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.
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STRAND / TOPIC Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.1.	Grammar

INDICATOR	H.	Use contractions and singular possessives.
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STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.LU.2.	Mechanics
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INDICATOR A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

STRAND / TOPIC **Research**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.R.1.	Evaluation and Synthesis of Information
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INDICATOR C. Use templates to organize the information collected (e.g., charts, graphs).

INDICATOR D. Record information on sources using own words, organizing evidence into provided categories.

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD 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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC **Reading and Vocabulary**

PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
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STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.R.1.	Evaluation and Synthesis of Information

INDICATOR	C.	Use templates to organize the information collected (e.g., charts, graphs).
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INDICATOR	D.	Record information on sources using own words, organizing evidence into provided categories.
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Week 24: Unit 4 Summarizing a Reference, p. 227-233

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR	D.	Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.
STRAND / TOPIC		Writing
STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	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.

INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
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INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
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INDICATOR	B.	Use vocabulary across content areas.
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INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
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INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
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INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
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INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
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INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
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STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
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INDICATOR / STANDARD	2.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.
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Week 26: Unit 5 Writing from Pictures, p. 247-253

Virginia Standards of Learning
Language Arts
Grade 2 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 27: Unit 5 Writing from Pictures, p. 255-261

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.

INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
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INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
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INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
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INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
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INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
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INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.
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STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
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INDICATOR / STANDARD	2.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.LU.2.	Mechanics
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INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 28: Unit 5 Writing from Pictures, p. 263-269

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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/fall tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details

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

STRAND / TOPIC

Writing

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on the main idea.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics
INDICATOR	A.	Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and following agreed upon rules for participating in discussions.

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Virginia Standards of Learning

Language Arts

Grade 2 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.RI.3.	Integration of Concepts

INDICATOR A. Use prior (experience) and background (content) knowledge as context for new learning.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	2.W.	The student will write in a variety of forms for diverse audiences and purposes, linked to grade two content and texts.
INDICATOR / STANDARD	2.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to plan writing based on purpose and genre. This includes:

PROGRESS INDICATOR i. Writing a clear topic sentence focusing on the main idea.

PROGRESS INDICATOR iv. Providing a concluding statement or section.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.LU.2.	Mechanics

INDICATOR A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points).

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	2.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and following agreed upon rules for participating in discussions.

Week 30: Unit 7 Inventive Writing, p. 281-287

Virginia Standards of Learning**Language Arts**

Grade 2 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	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 (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	2.RV.	The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.
INDICATOR / STANDARD	2.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Discuss meanings of new words or phrases acquired through conversations and literature.
INDICATOR	B.	Use vocabulary across content areas.
INDICATOR	E.	Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.
INDICATOR	F.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	G.	Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
INDICATOR	H.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fairy tale, with a focus on fables/fairytales from a variety of cultures.
INDICATOR / STANDARD	2.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral.
INDICATOR	B.	Identify a story's central conflict using events from the plot as evidence.
INDICATOR	C.	Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges.

