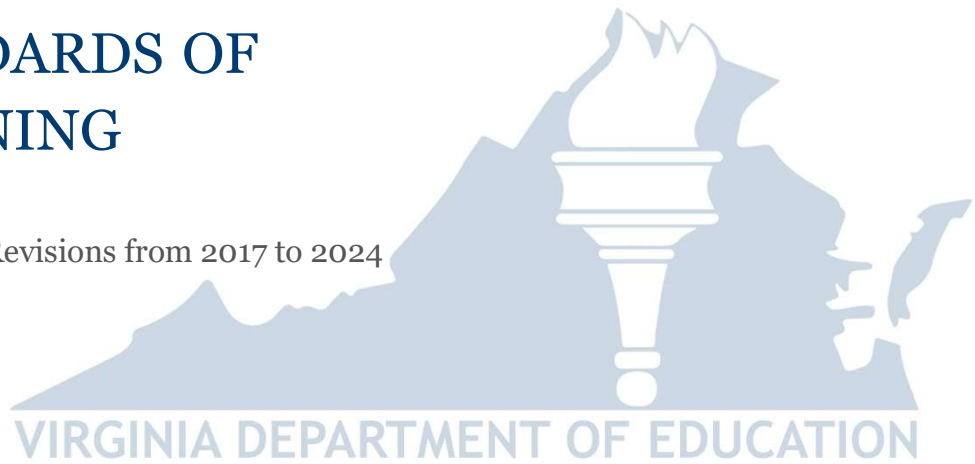




2024 ENGLISH STANDARDS OF LEARNING

Grade 2

Overview of Revisions from 2017 to 2024



1

Welcome to the Grade 2 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 2 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 2 English Standards of Learning for this PowerPoint.



PURPOSE

- Overview of the 2024 *English Standards of Learning*
- Highlight the changes in the structure and content between the 2017 and 2024 *English Standards of Learning*

2

The purpose of this PowerPoint is to provide an overview of the changes in both the structure and the content of the 2024 English Standards of Learning



AGENDA

- Implementation Timeline
- Resources Currently Available
 - Standards
 - Crosswalk (Summary of Revisions)
- Comparison of 2017 to 2024 Standards
 - Strands
 - Content

3

The agenda for today is to share the implementation timeline for the 2024 English Standards of Learning.

Share the resources that are currently available as support. These resources include the 2024 English Standards of Learning, along with the Crosswalk Document that contains the Summary of Revisions for each grade level.

We will also compare the strands and content of the 2017 and the 2024 English Standards of Learning.



IMPLEMENTATION TIMELINE

2024 Spring

VDOE staff and teams of teachers and specialists develop and provide support documents around the 2024 Standards, including a crosswalk between the 2017 and 2024 Standards and an Understanding the Standards document for each grade level K-12.

2024 Summer

VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

2024-2025 School Year

Instruction aligns fully to the 2024 *English Standards of Learning*. The VDOE continues to develop resources aligned to the 2024 *English Standards of Learning* and provide professional learning opportunities to school divisions.

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In the spring of 2024 VDOE staff is partnering with teams of teachers and specialists to develop and provide support documents, such as this PowerPoint, around the 2024 English Standards of Learning. The goal of these documents is to provide clarity around the revisions and highlight the changes between the 2017 and 2024 standards.

In the summer of 2024 VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

In the 2024-2025 school year, instruction will align fully to the 2024 English Standards of Learning and the VDOE will continue to develop resources to support divisions and teachers with implementation. This roll out is done purposefully to align with the Virginia Literacy Act of 2022.



2024 SOL NOTABLE CHANGES

- Highlighted and provided clarity on the expectations for foundational literacy skills.
- Addition of the Developing Skilled Readers and Building Reading Stamina Strand.
- Provided clarity for grade level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.

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The standards revisions focused on providing clarity for grade level expectations within the different aspects of literacy development.

There was an increased emphasis on foundational literacy skills in addition to providing clarity for student expectations at each grade level. This will provide alignment with the requirements of the Virginia Literacy Act.

The 2024 English Standards of Learning provide a comprehensive progression of the content, ensuring developmental appropriateness, increasing support for teachers, clarifying expectations both for teaching and for student learning, and providing connections between the strands in a grade level, as well as how grade level skills build on one another.



OVERVIEW OF REVISIONS TO THE STRANDS

2017	2024
Strands	Strands
Communications	Foundations for Reading
Reading	Developing Skilled Readers & Building Reading Stamina
Writing	Reading and Vocabulary
Research	Reading Literary Text
	Reading Informational Text
	Foundations for Writing
	Writing
	Language Usage
	Communications
	Research

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The 2024 English Standards of Learning changed the number of strands in Second Grade, from four in 2017 to ten in 2024.

This restructuring of strands was done purposefully to provide additional support and clarity around the skills necessary for students to become strategic readers and writers.



STRANDS AND SUB STRANDS FOR THE 2024 *ENGLISH STANDARDS OF LEARNING*

Foundations for Reading	<ul style="list-style-type: none">•Print Concepts•Phonological and Phonemic Awareness•Phonics and Word Analysis
Developing Skilled Readers and Building Reading Stamina	<ul style="list-style-type: none">•Text Complexity•Fluency•Reading Strategies
Reading and Vocabulary	<ul style="list-style-type: none">•Vocabulary Development and Word Analysis
Reading Literary Text	<ul style="list-style-type: none">•Key Ideas and Plot Details•Craft and Style•Integration of Concepts
Reading Informational Text	<ul style="list-style-type: none">•Key Ideas and Confirming Details•Craft and Style•Integration of Concepts
Foundations for Writing	<ul style="list-style-type: none">•Handwriting•Spelling
Writing	<ul style="list-style-type: none">•Modes and Purposes for Writing•Organization and Composition•Usage and Mechanics
Language Usage	<ul style="list-style-type: none">•Grammar•Mechanics
Communication and Multimodal Literacies	<ul style="list-style-type: none">•Communication, Listening, and Collaboration•Speaking and Presentation of Ideas•Integrating Multimodal Literacies•Examining Media Messages
Research	<ul style="list-style-type: none">•Evaluation and Synthesis of Information

Each of the 10 strands in the 2024 English Standards of Learning has sub-strands. The sub-strands work as a support by grouping common standards together and providing clarity on what skills and strategies are needed at each grade level.

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Kindergarten, there is a sub-strand for Print Concepts. This sub-strand is specific to Kindergarten because that is the grade level where those skills are the focus. By Second Grade, the Print Concepts sub-strand is no longer addressed and instead directs teachers to “see kindergarten for standards that address print concepts.”



HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*


- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- 2.RI- Reading Informational Text
 - 2.RI.1-Key Ideas and Confirming Details
 - A- Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in text.
 - B- Retell key details of texts that demonstrate an understanding of the main topics of texts.
 - C- Differentiate facts from opinions within a text.
 - 2.RI.2- Craft and Style
 - 2.RI.3- Integration of Concepts

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When reading the 2024 English Standards of Learning, you will first see the strand name, followed by a number that corresponds to the sub-strand, then a letter to indicate each standard.

For example, in the Reading Informational Text strand in Second Grade there are three sub-strands; Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. Under each sub-strand, are the standards themselves.

This restructuring of the standards, allows teachers to focus on the grade level expectation for each strand and sub-strand, and to easily see how the standards build across grade levels.



Grade 2 (2017 SOL to 2024 SOL Numbering)	Parameter Changes/Clarifications (2024 SOL)
<ul style="list-style-type: none"> • 2.1--> 2.C.1, 2.C.2 • 2.2--> 2.C.1, 2.C.2 • 2.3--> 2.FFR.2 • 2.4--> 2.FFR.3, 2.DSR, 2.FFW.2 • 2.5--> 2.RV.1 • 2.6--> 2.RV.1, • 2.7--> 2.2.LU.1, 2. DSR, 2.RL.1, 2.RL.3 • 2.8--> 2.DSR, 2.RI.1, 2.RI.2, 2.RI.3 • 2.9--> 2.DSR, 2.FFW.1 • 2.10--> 2.W.1, 2.W.2, • 2.11--> 2.LU.1, 2.LU.2, 2.W.3 • 2.12--> 2.R.1 	<ul style="list-style-type: none"> • 2.FFR.2- Focuses on students' phonological and phonemic awareness. • 2.FF.2 A- provides clarification on 2.3a from the 2017 Standards • 2.FF.2 A B- provides clarification on 2.3b from the 2017 Standards • 2.FF.2 A C- provides clarification on the 2.3c from the 2017 Standards. • 2.FFR.3- Focuses on students' phonic and word analysis • 2.FFR.3 A- Provides specificity on 2.4a from the 2017 Standards • 2.FFR.3 B- Provides specificity on 2.4b from the 2017 Standards
Deletions from Grade 2 (2017 SOL)	Additions to Grade 2 (2024 SOL)
<ul style="list-style-type: none"> • 2.2c- Moved to Grade 1 • 2.2 d/e- Removed to reflect science-based reading research • 2.5a- Removed to reflect science-based reading research 	<ul style="list-style-type: none"> • 2.FFR.3- Increased the rigor and provided specificity in the expectations of students' decoding and encoding ability • 2.FFR.3 E- Builds on the foundation from 1.5h from the 2017 Standards • 2.RV.1- Increased the rigor and provided specificity for students' vocabulary development through discussions, reading grade level text, and listening to texts read aloud.
<ul style="list-style-type: none"> • 2.7b- Moved to Grade 1 • 2.11k- Moved to Grade 1 	<ul style="list-style-type: none"> • 2.RV.1 G- Increased the rigor for students to widely listen and read text across a range of genres, styles, and topics. This is built on 3.4e in the 2017 Standards. • 2.RV.1 H- Increased rigor for students to use newly learned words and phrases. This is based on 3.1f in the 2017 Standards. • 2.RL.3- Focuses on students making connections between and within literary texts. • 2.RL.3 B- Added to increase the rigor for students to understand how dialogue is used to reveal characters' thoughts and perspectives.

This is a snapshot of the Grade 2 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes or Clarifications (2024 SOL), the Deletions from the Grade Level, and the Additions to the Grade Level.

(Click1)- In the quadrant for the 2017 Numbering to the 2024 Numbering, you can see how the starting numbering is the 2017 Standards (Click 2) and then moves to the new 2024 Numbering. This allows you to easily see where the old standards can be found in the new structure of the 2024 standards.

(Click 3)- In the quadrant for the Parameter Changes or Clarification (2024 SOL)- You can find the New Strands and sub-strand numbering, along with the standards. (Click 4). You will see a short clarification for each sub-strand and below what skills are addressed in those standards.

(Click 5)- In the Deletion from the Grade Level, you will find 2017 Standards that are no longer addressed in this grade (Click 6). If the Standard was moved to a different grade level that will be listed, or if they are no longer reflected in the 2024 standards there will be a short explanation. (Click 7)

(Click 8)- In the Additions to the Grade level, you will see which standards are new to that grade level. (Click 9) If they were moved from another grade level in the 2017 standards, the grade level will be listed.



Foundations for Reading

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Now, we'll dig deeper into the Standards and crosswalk by looking closer at each strand. Let's start with the Foundations for Reading.

2017 SOL	2024 SOL
<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <ul style="list-style-type: none"> a. Count phonemes within one-syllable words. b. Blend sounds to make one-syllable words. c. Segment one-syllable words into phonemes. d. Add or delete phonemes to make words. e. Blend and segment multisyllabic words at the syllable level. 	<p>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).</p> <ul style="list-style-type: none"> A. Isolate sounds in four and five phoneme words. B. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl). C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).
<p>Revisions:</p> <ul style="list-style-type: none"> •2.FFR.2 A- Provides clarity on 2.3a from the 2017 English Standards of Learning. •2.FFR.2 B- Provides clarity on 2.3b from the 2017 English Standards of Learning. •2.FFR.2 C- Provides clarity on 2.3c from the 2017 English Standards of Learning. 	

Foundations for Reading 2, focus on Phonological and Phonemic Awareness.

The skills that were addressed in 2.3 are now addressed here.

In the 2024 English Standards of Learning, an emphasis was placed on blending and segmenting phonemes, or isolating sounds in four and five phoneme words. This reflects current science-based reading research and sets the foundation for students to read and spell words.

2017 SOL	2024 SOL
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p> <p>b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p>c. Decode regular multisyllabic words.</p>	<p>2.FFR.3 - Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.</p> <p>A. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CCVCC, and CCVCCC) and open syllables (CV, CCV).</p> <p>B. Decode and encode words with vowel teams and r-controlled vowels.</p> <p>C. Use knowledge of syllabication and syllable types to decode words.</p> <p>D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words.</p> <p>E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •2.FFR.3 A- Provides specificity on 2.4a from the 2017 English Standards of Learning. •2.FFR.3 B- Provides specificity on 2.4b from the 2017 English Standards of Learning. •2.FFR.3 C/D- Provides specificity on 2.4c from the 2017 English Standards of Learning. •2.FFR.3 E- Builds on the foundation from 1.5h from the 2017 English Standards of Learning. 	

Foundations for Reading 3, address phonics and word analysis.

The skills that were addressed in 2.4 are now addressed here.

The increase in standards was intentional to provide clarity and specificity for the grade level expectations for the application of letter/sound correspondences and word analysis skills.

The end of year expectation for Second Grade students is to read and spell open and closed syllable words to include blends, digraphs, and trigraphs as well as words containing vowel teams and r-controlled vowels. Grade 2 students are expected to use knowledge of syllabication and syllable types, affixes, and decodable and irregular grade-level high-frequency words when reading in order to build automaticity and accuracy.



Developing Skilled Readers and Building Reading Stamina


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Now let's look at the new strand, Developing Skilled Readers and Building Reading Stamina.

DSR Slide 1 of 2	
2017 SOL	2024 SOL
<p>2.4 The student will use phonetic strategies when reading and spelling. d. Apply decoding strategies to confirm or correct while reading.</p> <p>2.8 The student will read and demonstrate comprehension of fictional texts. a. Make and confirm predictions. b. Connect previous experiences to new texts. c. Ask and answer questions using the text for support. d. Describe characters, setting, and plot events in fiction and poetry. g. Summarize stories and events with beginning, middle, and end in the correct sequence. h. Draw conclusions based on the text. i. Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts. b. Make and confirm predictions. d. Set purpose for reading. f. Identify the main idea. g. Draw conclusions based on the text. h. Read and reread familiar texts with fluency, accuracy, and meaningful expression.</p>	<p>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. 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). B. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>
<p>Revisions: •2.DSR A- Combines skills addressed in 2.7i and 2.8h from the 2017 English Standards of Learning; provides more specific indicators of fluent reading, such as accuracy, automaticity, appropriate rate, and meaningful expression. •2.DSR B- Addresses 2.4 from the 2017 English Standards of Learning; provides more specificity on appropriate grade level text complexity to be used with the Text Complexity chart in the appendix.</p>	

The Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time they engage with text through reading, writing, collaborating, and researching as described in the remaining standards.

It is important to note that in Second Grade these standards are met through content-rich texts that are read aloud to students as well as read by students. Students are expected to fluently read a variety of grade-level complex texts by demonstrating accuracy, automaticity, appropriate rate, and meaningful expression.



DSR Slide 2 of 2

2017 SOL	2024 SOL
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>d. Apply decoding strategies to confirm or correct while reading.</p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <p>a. Make and confirm predictions. b. Connect previous experiences to new texts. c. Ask and answer questions using the text for support. d. Describe characters, setting, and plot events in fiction and poetry. g. Summarize stories and events with beginning, middle, and end in the correct sequence. h. Draw conclusions based on the text. i. Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>b. Make and confirm predictions. d. Set purpose for reading. f. Identify the main idea. g. Draw conclusions based on the text.</p>	<p>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.</p> <p>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 and paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p> <p>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).</p> <p>E. (Reading Strategies, 3-12): Introduced in Grade Three.</p> <p>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> •2.DSR C- Combines skills addressed in 2.7h and 2.8g from the 2017 English Standards of Learning; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences. •2.DSR D- Specifies building vocabulary knowledge by reading texts on the same topic or theme. •2.DSR E- Introduced in Grade Three. 	

Additionally, Grade 2 students are expected to purposefully gather textual evidence based on read alouds and student readings to support claims, conclusions, and inferences during discussions and in writings. Readings should be intentionally selected to provide opportunities for students to read widely about a topic in order to gain knowledge and expand their vocabulary.



Reading and Vocabulary

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A powerful way to support students' vocabulary development is through reading high quality, content rich texts. That is why Reading and Vocabulary were combined for this strand.

RV Slide 1 of 2

2017 SOL	2024 SOL
<p>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ol style="list-style-type: none">Use information and context clues in the story to read words.Use knowledge of sentence structure to determine the meaning of unknown words. <p>2.6 The student will expand vocabulary and use the word meanings.</p> <ol style="list-style-type: none">Use knowledge of homophones.Use knowledge of prefixes and suffixes.Use knowledge of antonyms and synonyms.Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.Use word-reference materials including dictionaries, glossaries, and indices.Use vocabulary from other content areas.	<p>2.RV.1- Vocabulary Development and Word Analysis</p> <ol style="list-style-type: none">Discuss meanings of new words and phrases acquired through conversations and literature.Use vocabulary across content areas.Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g., <i>-s</i>, <i>-ing</i>, <i>-ed</i>).Use the context of a sentence to apply knowledge of homophones.Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words.Distinguish shades of meaning among verbs and adjectives.

Revisions:

- **2.RV.1 A- This is 2.6d in the 2017 English Standards of Learning.**
- **2.RV.1 B- This is 2.6f in the 2017 English Standards of Learning.**
- **2.RV.1 C/E- Provides specificity around 2.6b in the 2017 English Standards of Learning.**
- **2.RV.1 D- Provides specificity around 2.6a in the 2017 English Standards of Learning.**
- **2.RV.1 F- Increased the rigor around 2.6c in the 2017 English Standards of Learning.**

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The focus for Second Grade Reading and Vocabulary 1, is for students to systematically build vocabulary and word knowledge from listening to and reading grade level texts and participating in discussions.

This strand addresses skills that were in the 2.5 and 2.6 Standard in the 2017 English Standards of Learning.



RV Slide 2 of 2

2017 SOL	2024 SOL
<p>3.1 The student will use effective communication skills in a variety of settings. f. Increase listening and speaking vocabularies.</p> <p>3.4 The student will expand vocabulary when reading. c. Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.</p>	<p>2.RV.1- Vocabulary Development and Word Analysis G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. H. Use newly learned words and phrases in discussions and speaking activities.</p>

Revisions:

- **2.RV.1 G-** Increased the rigor for students to widely listen and read text across a range of genres, styles, and topics. This is built on 3.4c in the 2017 English Standards of Learning.
- **2.RV.1 H-** Increased rigor for students to use newly learned words and phrases. This is based on 3.1f in the 2017 English Standards of Learning.

This strand also includes skills previously in the third grade standards, which were addressed in 3.1 and 3.4 of the 2017 English Standards of Learning.



Reading Literary Text

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The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts.

2017 SOL	2024 SOL
<p>2.8 The student will demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> e. Identify the conflict and resolution. f. Identify the theme. 	<p>2.RL.1- Key Ideas and Plot Details</p> <ul style="list-style-type: none"> A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral. B. Identify a story's central conflict using events from the plot as evidence. C. Describe character's attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges. D. Generate predictions about story characters and events using the text.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.RL.1 A- Addresses skills in 2.7f and 2.7g in the 2017 English Standards of Learning. • 2.RL.1 B- Addresses skills from 2.7e in the 2017 English Standards of Learning. • 2.RL.1 C- Addresses and increases rigor for skills about describing characters from 2.7c in the 2017 English Standards of Learning. • 2.RL.1 D- Addresses and provides specificity for the skill in 2.7a in the 2017 English Standards of Learning. 	

The focus for Grade 2 Reading Literary Text 1 is for students to demonstrate an understanding of key ideas and plot details in literary texts. These include retelling stories sequentially to include the central message or theme, identifying a story's central conflict, describing characters' attributes and responses to major challenges, and generating predictions.

The 2024 English Standards of Learning offer clarity that in Second Grade these standards are met by students hearing or reading a variety of content rich texts which span many genres, to include a focus on fables and fairy tales from a variety of cultures.

These standards address, increase the rigor, and provide specificity of similar standards from the 2017 English Standards of Learning 2.8.

2017 SOL	2024 SOL
 <p>2.8 The student will read and demonstrate comprehension of fictional texts. e. Identify the conflict and resolution. f. Identify the theme.</p>	<p>2.RL.3- Integration of Concepts A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge. B. Recognize dialogue in text and explain how it can reveal characters' thoughts and perspectives. C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (i.e., Cinderella stories).</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.RL.3 A- Provides specificity around 2.7b in the 2017 English Standards of Learning. • 2.RL.3 B- Added to increase the rigor for students to understand how dialogue is used to reveal characters' thoughts and perspectives. • 2.RL.3 C- Increased rigor for students to compare and contrast story elements across stories. This is based on 3.5d in the 2017 English Standards of Learning. 	

The focus for Second Grade Reading Literary Text 3 is to set the foundation for students to think deeply within and between texts. These standards reflect current science-based reading research. They provide specificity and increase the rigor of similar standards from the 2017 English Standards of Learning 2.8.

The 2024 English Standards of Learning offer clarity that in Second Grade these standards are met by students hearing or reading a variety of grade-level complex texts to include paired passages.



Reading Informational Text

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Now let's look at the standard focusing on Reading Informational Texts.

2017 SOL	2024 SOL
<p>2.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a. Preview the selection using text features including table of contents, headings, pictures, captions, and maps.</p> <p>c. Use prior and background knowledge as context for new learning.</p> <p>e. Ask and answer questions using the text as support.</p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>g. Distinguish between fact and opinion.</p>	<p>2.RI.1 Key Ideas and Confirming Details</p> <p>A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text.</p> <p>B. Retell key details of texts that demonstrate an understanding of the main topics of texts.</p> <p>C. Differentiate facts from opinions within a text.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.RI.1 A- Provides specificity for 2.8e in the 2017 English Standards of Learning. • 2.RI.1 B- Increases the rigor for 2.8f in the 2017 English Standards of Learning. • 2.RI.1 C- Increases the rigor by having students differentiate between facts and opinions within texts. This is based on 4.6g in the 2017 English Standards of Learning. 	

The focus for Grade 2 Reading Informational Text 1 is for students to demonstrate comprehension for the key ideas and confirming details in an informational text. These include asking and answering literal questions and retelling key details when hearing or reading informational texts.

Skills that were addressed in 2.10 are now addressed here.

The 2024 English Standards of Learning offer specificity and increases the rigor of the standards to include a standard found in Grade 4 in the 2017 English Standards of Learning, which requires students to differentiate between facts and opinions within a text.

2017 SOL	2024 SOL
<p>2.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Preview the selection using text features including table of contents, headings, pictures, captions, and maps. c. Use prior and background knowledge as context for new learning. e. Ask and answer questions using the text as support. 	<p>2.RI.2 Craft and Style</p> <ul style="list-style-type: none"> A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information. B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.RI.2 A- Provides specificity around students’ use and understanding of text features. This is based on 2.8a in the 2017 English Standards of Learning. • 2.RI.2 B- Increased rigor and specificity from 3.6a in the 2017 English Standards of Learning. 	

The focus for Second Grade Reading Informational Text 2 is for students to demonstrate understanding of the craft and style of an informational text. These standards increase rigor and provide specificity of skills addressed in the 2017 English Standards of Learning.

The 2024 English Standards of Learning offer clarity that in Second Grade these standards are met through students engaging in reading and hearing a variety of grade-level complex informational texts in order to use text features and identify an author’s main purpose for writing a text.

2017 SOL	2024 SOL
<p>2.10 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a. Preview the selection using text features including table of contents, headings, pictures, captions, and maps.</p> <p>c. Use prior and background knowledge as context for new learning.</p> <p>e. Ask and answer questions using the text as support.</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>j. Compare and contrast details and ideas within and between texts.</p>	<p>2.RI.3 Integration of Concepts</p> <p>A. Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>B. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.RI.3 A- Provides specificity around 2.8c in the 2017 English Standards of Learning. • 2.RI.3 B- Increases rigor by having students compare and contrast important points presented in two texts. This is based on 5.6j in the 2017 English Standards of Learning. • 2.RI.3 C- New strand for Grade 2 focusing on students describing the interactions between two individuals, events, ideas, or pieces of information in texts. 	

The focus for Grade 2 Reading Informational Text 3 is for students to integrate concepts across a text and between texts. These standards require students to compare and contrast two texts on the same topic, which was formerly a fifth grade skill. They also include a newly developed skill that expects students to describe interactions between two individuals, events, ideas, or pieces of information.

This increase in rigor provided in these standards requires critical thinking and synthesizing of information found within a single text or between paired passages.

The 2024 English Standards of Learning offer clarity for second grade students to meet these standards, they must hear and read content rich paired passages with similar threads, such as topics, individuals, events, and ideas.



Foundations for Writing

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The Foundations for Writing Strand is new to the 2024 English Standards of Learning. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing.



2017 SOL

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

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

2024 SOL

2.WF.1 Handwriting

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

Revisions:

- **2.WF.1 A- Provides specificity on maintaining legible printing while beginning to transition to cursive.**
- **2.WF.1 B- This is 2.9a in the 2017 English Standards of Learning.**
- **2.WF.1.C- This is 2.9b in the 2017 English Standards of Learning.**

The focus for Grade 2 Foundations for Writing 1 is on students accurately and automatically maintaining legible print as they begin to transition to cursive writing. These include learning to write capital and lowercase cursive letters and signing his or her first and last name.

2017 SOL	2024 SOL
<p>2.4 The student will use phonetic strategies when reading and spelling.</p> <p>a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p> <p>b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p>	<p>2.WF.2 Spelling</p> <p>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.</p> <p>B. Use phoneme-grapheme (sound-symbol) correspondence to encode (spell) multisyllabic words.</p> <p>C. Use phoneme/grapheme (sound/symbol) correspondence to encode (spell) grade-level high-frequency words with automaticity and accuracy.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.WF.2 A- Highlights the role of spelling for Foundations for Writing. Combines spelling skills from 2.4a and b. • 2.WF.2 B- Added to highlight the importance of spelling multisyllabic words. • 2.WF.2 C- Added to include the importance of spelling grade-level high-frequency words with automaticity and accuracy. 	

The focus for Second Grade Foundations for Writing 2 is on students applying their phonics and word knowledge when spelling words.

The 2024 English Standards of Learning expand and highlight the importance of students using learned phonetic patterns, high-frequency words, and multisyllabic words when spelling.

In Grade 2, the expectations for encoding (spelling) aligns with the expectations for decoding (reading). This was done purposefully because of the reciprocal nature of encoding and decoding.



Writing

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Now we'll dig deeper into the standards focusing on Writing.

2017 SOL	2024 SOL
<p>2.12 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>d. Use strategies for organization according to the type of writing. e. Organize writing to include a beginning, middle, and end. f. Write facts about a subject to support a main idea. g. Write to express an opinion and provide a reason for support. h. Expand writing to include descriptive detail.</p>	<p>2.W.1 Modes and Purposes for Writing</p> <p>A. Writes narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence. B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples. C. Write opinion pieces on topics or texts that support a point of view with reasons. D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.W.1 A- Provides specificity on the components to include in a narrative piece based on 2.10e in the 2017 English Standards of Learning. • 2.W.1 B- Provides specificity on the components to include in an informative/explanatory piece based on 2.10f in the 2017 English Standards of Learning. • 2.W.1 C- Provided specificity on the components to include in an opinion piece based on 2.10g in the 2017 English Standards of Learning. • 2.W.1 D- Added to include responding in writing to texts read or heard. 	

The focus for Second Grade Writing 1 is on developing students’ ability to write in a variety of different modes and for different purposes, including narrative, descriptive, opinion, expository, and reflectively in response to texts.

These standards were revised to provide specificity on the components of each mode of writing and to highlight the need for students to write in response to texts they hear or read.

The 2024 English Standards of Learning for Writing 1 reflects the progression of students’ writing development in that required characteristics for each mode of writing evolves with the child.

2017 SOL	2024 SOL
<p>2.12 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a. Understand writing as a process. b. Identify audience and purpose. c. Use prewriting strategies to generate ideas before writing. d. Use strategies for organization according to the type of writing. 	<p>2.W.2 Organization and Composition</p> <p>A. Engage in writing as a process to plan writing based on purpose and genre.</p> <p>This includes:</p> <ul style="list-style-type: none"> i. Writing a clear topic sentence focusing on the main idea. ii. Identifying the audience and purpose of the writing. iii. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre. iv. Providing a concluding statement or section.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.W.2 A i-iv- Addresses skills in 2.10a, 2.10b, 2.19c, and 2.10d of the 2017 English Standards of Learning. 	

The focus for Second Grade Writing 2 is to engage students in the writing process to build capacity for organizing and composing writings based on purpose and genre.

Skills that were addressed in 2.10a, b, c and d in the 2017 English Standards of Learning are now addressed here.

This standard clarifies the elements Grade 2 students should be conscious to incorporate in their writings, which includes: writing a clear topic sentence focused on the main idea; identification of the audience and purpose; purposefully developed, selected, and organized ideas and details that are relevant to the purpose, topic, and genre; and the inclusion of a concluding statement or section.

2017 SOL	2024 SOL
<p>2.12 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> h. Expand writing to include descriptive detail. i. Revise writing for clarity. 	<p>2.W.3 Usage and Mechanics</p> <ul style="list-style-type: none"> A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade-level expectations.)
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.W.2 A- Address skills in 2.10h and 2.10i in the 2017 English Standards of Learning. • 2.W.2 B- Added to provide specificity in the role of editing writing. 	

The focus for Grade 2 Writing 3 is to support students in applying their knowledge of usage and mechanics to their own writing. These standards clarify that students in second grade should receive guidance and support from an adult in order to revise and edit their writing. They provide specificity for what students should be held accountable for revising (which includes quality of ideas, organization, sentence fluency, and word choice) and editing (to include spelling, capitalization, usage, and punctuation).

Teachers should consider the Language Usage standards for more grade-level specifics of skills students should be applying and correcting within their writings.



Language Usage

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The Language Usage Strand is new to the 2024 English Standards of Learning. These standards reflect the reciprocal nature of speaking and writing. These standards focus on students' use of language when communicating their ideas both orally and in writing.



LU Slide 1 of 2

2017 SOL	2024 SOL
<p>2.1 The student will use oral communication skills. e. Use increasingly complex sentence structures in oral communication.</p> <p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English. a. Recognize and use complete sentences. d. Use singular and plural nouns and pronouns. j. Use past and present verbs.</p>	<p>2.LU.1 Grammar</p> <p>A. Produce and expand complete sentences, both simple and compound. B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns. C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth). D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because) E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went).</p>

Revisions:

- **2.LU.1 A-** Combines the skills addressed in 2.1e and 2.11a in the 2017 English Standards of Learning.
- **2.LU.1 B-** Added to provide specificity and increase rigor in 2.11d in the 2017 English Standards of Learning.
- **2.LU.1 C-** Provides specificity on the skills addressed in 2.11d in the 2017 English Standards of Learning.
- **2.LU.1 D-** Added to increase rigor.
- **2.LU.1 E-** Addresses skills in 2.11j in the 2017 English Standards of Learning.

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The focus for Second Grade Language Usage 1 is on students' use of grammar in both speaking and writing.

When instructing students on these standards, it is important to remember that students should be encouraged to apply knowledge of these skills within their oral language communication prior to being asked to use them when writing.

This strand addresses skills from multiple strands in the 2017 English Standards of Learning.



LU Slide 2 of 2

2017 SOL	2024 SOL
<p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English. e. Use apostrophes in contractions and possessives. f. Use contractions and singular possessives.</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English. e. Use singular possessives.</p> <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. b. Eliminate double negatives h. Use singular possessives.</p> <p>5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. a. Use plural possessives.</p>	<p>2.LU.1 Grammar F. Use subject-verb agreement in simple sentences. G. Use common abbreviations. H. Use contractions and singular possessives. I. Eliminate double negatives when speaking.</p>

Revisions:

- **2.LU.1 F-** Added to increase rigor, this was 4.8a in the 2017 English Standards of Learning.
- **2.LU.1 G-** Combines skills from 2.11e and 2.11f in the 2017 English Standards of Learning
- **2.LU.1 H-** Added to increase rigor; combines the skills addressed in 3.9e, 4.8h, and 5.8a in the 2017 English Standards of Learning.
- **2.LU.1 I-** Added to increase rigor; this was 4.8b in the 2017 English Standards of Learning.

Some standards, including the use of subject-verb agreement, the use of contractions and singular possessives, and the eliminating of double negatives when speaking, were previously taught in third through fifth grade.

The decision to move these standards to second grade is intended to improve the progression of skills and increase rigor.

2017 SOL	2024 SOL
<p>2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.</p> <ul style="list-style-type: none"> b. Use and punctuate declarative, interrogative, and exclamatory sentences. i. Use commas in salutation and closing of a letter. h. Use past and present verbs. 	<p>2.LU.2 Mechanics</p> <ul style="list-style-type: none"> A. Identify statements, questions, and commands and use correct end punctuation (e.g., period, question mark, and exclamation points). B. Use commas in salutation and closing of a letter. C. Generalize learned spelling patterns when writing words.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.LU.2 A- Addresses skills from 2.11b in the 2017 English Standards of Learning. • 2.LU.2 B- This is 2.11i in the 2017 English Standards of Learning. • 2.LU.2 C- Addresses skills from 2.11h in the 2017 English Standards of Learning. 	

The focus of the Language Usage 2 is the grade level expectations for students’ mechanics in writing. The Mechanics standard under Language Usage addresses the technical conventions that students should be able to use when writing.

At the Second Grade level, these standards support students when editing their writing. Grade 2 students should be able to recognize and correct errors for improving the use of end punctuation when writing statements, questions, and commands. Students in this grade are expected to apply their learned phonetic patterns when spelling words in their writings.



Communications and Multimodal Literacies

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We'll now dig deeper into the Communication and Multimodal Literacies Strand.

The Multimodal Literacies Standards do not start until Grade 3 and Grade 4 so in Second Grade the focus for this strand is on communication skills.

2017 SOL	2024 SOL
<p>2.1 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a. Listen actively and speak using appropriate discussion rules. h. Ask and answer questions to seek help, get information, or clarify information. l. Work respectfully with others and show value for individual contributions. 	<p>2.C.1 Communication, Listening, and Collaboration</p> <ul style="list-style-type: none"> A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes: <ul style="list-style-type: none"> i. Listening actively and following agreed-upon rules for participating in discussions ii. Respectfully building on others' ideas and expressing their own clearly. iii. Asking and responding to questions to acquire or confirm information on a topic. iv. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.C.1 A- Adds specificity to 2.1g in the 2017 English Standards of Learning. • 2.C.1 A.i – Addresses skills from 2.1a in the 2017 English Standards of Learning. • 2.C.1 A.ii- Addresses skills from 2.1l in the 2017 English Standards of Learning. • 2.C.1 A.iii- Addresses skills from 2.1h in the 2017 English Standards of Learning. • 2.C.1 A.iv- Combines skills from 2.1a and 2.1h in the 2017 English Standards of Learning. 	

Second Grade Communication and Multimodal Literacies 1 focuses on students building skills around communication, listening, and collaboration. These standards require students to participate in a range of collaborative discussions, which provides opportunities to demonstrate active listening and engagement, follow agreed-upon rules for discussions, practice building on others' ideas as well as expressing their own, and acquire or confirm information by asking and responding to questions.


The 2024 English Standards of Learning integrate skills between strands. This standard includes elements that mirror the expectations for asking and answering literal and inferential questions when reading literary and informational texts. This integration of literacy skills recognizes that students will often demonstrate an understanding of new learning through oral communication experiences prior to applying this learning to their reading and writing.

2017 SOL	2024 SOL
<p>2.1 The student will use oral communication skills.</p> <ul style="list-style-type: none"> c. Speak audibly with appropriate voice level, phrasing, and intonation. d. Share information orally with appropriate facts and relevant details. i. Retell information shared by others. <p>2.2 The student will demonstrate an understanding of oral early literacy skills.</p> <ul style="list-style-type: none"> a. Create oral stories to share with others. b. Create and participate in oral dramatic activities. 	<p>2.C.2 Speaking and Presentation of Ideas</p> <ul style="list-style-type: none"> A. Use topic specific language and vocabulary to communicate ideas. <ul style="list-style-type: none"> i. Speak audibly with appropriate pacing, prosody, and voice level. ii. Engage the audience by asking and/or responding to questions. B. Create and participate in oral language activities that include oral storytelling and dramatics. C. Retell information in an organized manner, focused on a key topic or experience.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.C.2 A- Addresses skill from 2.1d in the 2017 English Standards of Learning. • 2.C.2 A.i- Addresses skills from 2.1c in the 2017 English Standards of Learning. • 2.C.2 A.ii- Added to increase rigor. • 2.C.2 B- Combines skills addressed in 2.2a and 2.2b in the 2017 English Standards of Learning. • 2.C.2 C- Addresses skills from 2.1i in the 2017 English Standards of Learning. 	

Grade 2 Communication and Multimodal Literacies 2 focuses on students building skills in order to effectively share their ideas through speaking and developing the cognitive processes necessary for presenting their ideas in an organized and focused manner.

These standards combined skills that were addressed in 2.1 and 2.2 in the 2017 English Standards of Learning.

The 2024 English Standards of Learning highlight the importance of the reciprocal nature of speaking and writing. By focusing on students’ speaking skills, teachers are strengthening students’ writing and vice versa.



2017 SOL	2024 SOL
<p>2.1 The student will use oral communication skills. m. Create a simple presentation using multimodal tools.</p>	<p>2.C.3 Integrating Multimodal Literacies A. Create a simple presentation using multimodal tools that enhance the topic or presentation.</p>
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.C.3 A- Addresses skills from 2.1m in the 2017 English Standards of Learning. 	

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Second Grade Communication and Multimodal Literacies 3 focuses on integrating multimodal literacies.

This standard addresses 2.1m in the 2017 English Standards of Learning.

Students in second grade are expected to develop a simple presentation using multimodal tools, which are purposefully selected to enhance their topic or presentation. To successfully meet the expectations of this standard, second grade students will need to use many skills from multiple strands. In this, the standard is about authentically integrating literacies.



Research

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Let's finish by looking at the Research Strand.

2017 SOL	2024 SOL
<p>2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research project.</p> <ul style="list-style-type: none"> a) Generate topics of interest. b) Generate questions to gather information. c) Identify pictures, texts, people, or media as sources of information. d) Find information from provided sources. e) Organize information in writing or a visual display. f) Describe difference between plagiarism and using own words. 	<p>2.R.1 Evaluation and Synthesis of Information</p> <ul style="list-style-type: none"> A. Identify a topic and generate questions to explore the topic. B. Locate information in reference texts, electronic resources, interviews, or provided sources. C. Use templates to organize the information collected (e.g., charts, graphs). D. Record information on sources using own words, organizing evidence into provided categories. E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words.
<p>Revisions:</p> <ul style="list-style-type: none"> • 2.R.1 A- Combines skills addressed in 2.12a/b in the 2017 English Standards of Learning. • 2.R.1 B- Combines skills addressed in 2.12c/d in the 2017 English Standards of Learning. • 2.R.1 C- Added to increase rigor. • 2.R.1 D- Addresses skills in 2.12e in the 2017 English Standards of Learning. • 2.R.1 E- Addresses skills in 2.12f in the 2017 English Standards of Learning. 	

Second Grade Research focuses on students learning to evaluate and synthesize information in order to conduct research. These standards clarify the process by which students will conduct their research.

Grade 2 students will begin by identifying a topic and generating questions. Then they will locate information in a variety of sources. Next, second graders will use templates to record and organize the collected information being mindful to avoid plagiarism. Finally, students will share the researched information in a variety of ways, including orally, in writing, or through a multimodal presentation.



BEST IN CLASS- STANDARDS OF LEARNING

- The revisions made in the 2024 *English Standards of Learning* will raise academic expectations for students and schools and provide a clear and vertically coherent set of expectations to educators and families.
- A focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experience that prepare them for their postsecondary opportunities.
- Clear and coherent academic standards allow for common expectations of mastery for students, families, school staff, and assessment designers.

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The 2024 English Standards of Learning will raise academic expectations for students and schools. They are designed to provide a clear and vertically coherent set of skills that spiral up and increase in depth as students progress through K-12.

The development and focus on Developing Skilled Readers and Build Reading Stamina will ensure that every student is equipped access to educational experiences that prepare them for their postsecondary opportunities.

The 2024 English Standards of Learning offer clear and cohesive academic standards that allow for common experiences and expectations across the commonwealth.



Questions?

Reach out to the VDOE
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Additional supports around the 2024 English Standards of Learning will be provided throughout the spring and summer of 2024. If you have questions, please reach out to the VDOE English Team.