Improving Second Grade Literacy Outcomes: From Data Insights to Targeted Support

FOIL

November 6, 2025

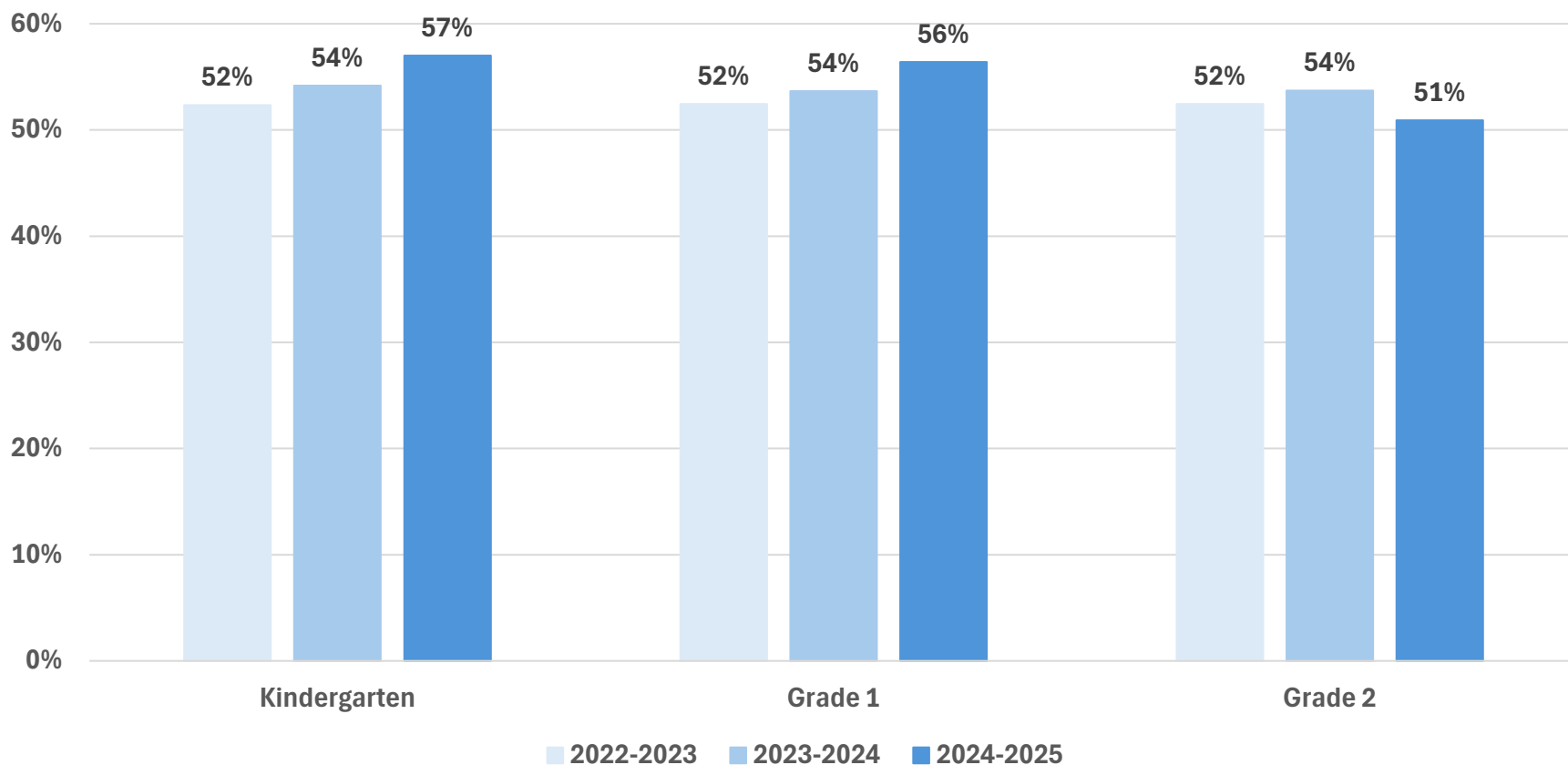FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Agenda

- Analyze statewide grade 2 data to identify potential factors influencing student performance.

- Examine professional learning and statewide supports that strengthen grade 2 teaching and learning.

- Plan for district-specific grade 2 supports based on data and need.

Grade 2 Data Analysis

K-2 FAST Star Early Literacy/Reading Results – PM3

Percent of Students Scoring Level 3 or Higher
FAST Progress Monitoring, **English Language Arts (Early Literacy/Reading) – PM3**
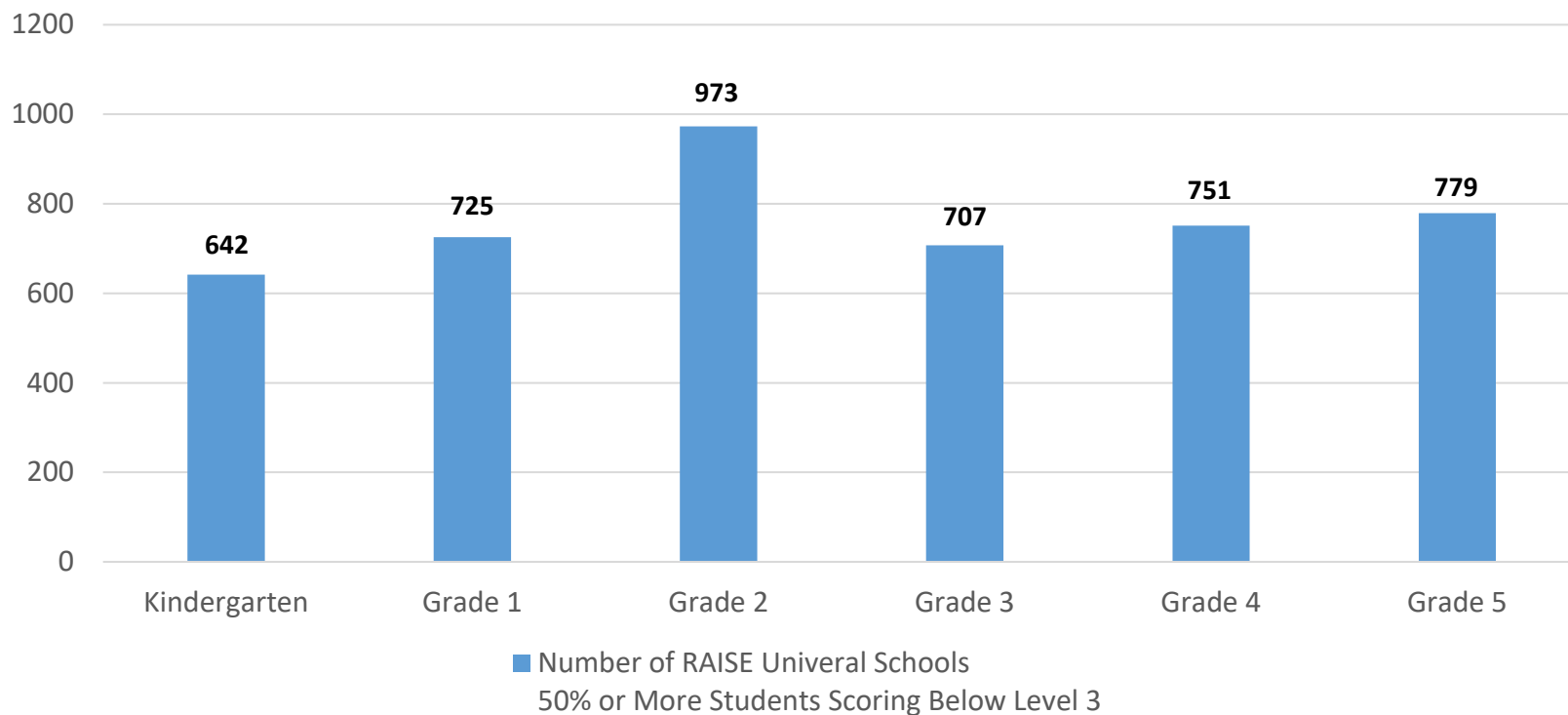2022-23 to 2024-25, GRADES K-2

	Kindergarten	Grade 1	Grade 2
2022-2023	52%	52%	52%
2023-2024	54%	54%	54%
2024-2025	57%	56%	51%

Legend: ■ 2022-2023 ■ 2023-2024 ■ 2024-2025

4

Grade 2 FAST Star PM3 Results by Level

FAST Star Early Literacy/Reading

School Year	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or Above
2022-23	28%	19%	20%	20%	13%	*52%*
2023-24	28%	19%	20%	20%	13%	*54%*
2024-25	27%	22%	23%	18%	10%	*51%*

RAISE Universal School Data – PM3

Number of RAISE Universal Schools (1,223)
50% or More Students Scoring Below Level 3

- Kindergarten: 642
- Grade 1: 725
- Grade 2: 973
- Grade 3: 707
- Grade 4: 751
- Grade 5: 779

Number of RAISE Univeral Schools
50% or More Students Scoring Below Level 3

What factors might have contributed to the grade 2 data?

- Silently and independently consider the data.
- Add possible factors that may have contributed to the data to sticky notes.
  - Use one sticky note per factor.
- Review and categorize the possible factors.
- Discuss statewide and districtwide implications.
- Be prepared to share your factors and implications.

Grade 2 Benchmark Demands

Progression of Benchmark Demands

Benchmark	Grade 1	Grade 2	Demand
Literary Elements (R.1.1)	**Identify** and describe the **main story elements** in a story.	Identify **plot structure** and describe main story elements in a **literary text**.	
Benchmark Clarifications	Main story elements: setting, characters, sequence of events Characters: describe appearance, actions, feelings, thoughts of characters Setting: where the events of the story are happening; time element only addressed when explicitly stated	Main story elements: setting, characters, sequence of events Characters: describe **characters' traits**, feelings, **behaviors** (continue describing appearance, actions, thoughts) Setting: describe where and when the events of the story are happening; time element can be addressed when **not explicitly indicated**	How do the benchmark demands increase from grade 1 to grade 2?

9

Progression of Benchmark Demands

Benchmark	Grade 1	Grade 2	Demand
Figurative Language (R.3.1)	Identify and explain descriptive words **and phrases** in text(s).	Identify and explain **similes, idioms, and alliteration** in text(s).	
Benchmark Clarifications	Expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.	Simile: a comparison of two unlike things, often introduced by like or as Idiom: an expression that cannot be understood from the meanings of its separate words but must be learned as a whole Alliteration: the repetition of usually initial consonant sounds in two or more neighboring words or syllables	How do the benchmark demands increase from grade 1 to grade 2?

Understanding the Benchmarks

- Benchmark Demands

- Benchmark Clarifications

- Glossary

- Appendices

- Previous Grade-Level Knowledge

- Instructional Implications

- Evidence of Student Learning

Benchmark Demands

Grade: Second	
Benchmark: Interpreting Figurative Language	
ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).	
Benchmark Demand:	
Students will be able to identify and explain similes, idioms, and alliteration in one or more texts.	
Clarifications Information:	
N/A	
Glossary:	
Identify: to recognize or be able to name someone or something, or to prove who or what someone or something is (Synonyms: distinguish, pinpoint, single out, determine) (page 215) **Explain:** to make clear; to give the reason for or cause of (Synonyms: clear up, demonstrate, explicate, expound, get across, simplify) (page 215) **Figurative Language:** language expressing one thing in terms normally denoting another with which it may be regarded as analogous; language characterized by figures of speech (Synonyms: metaphor, allegory, emblem, symbolism, euphemism, nonliteral language) (page 215)	

Appendices:

Appendix A: K-12 ELA Expectations for Students (page 147)
Appendix B: Elementary Figurative Language (page 175)
- **Simile:** a comparison of two unlike things, often introduced by like or as
- **Idiom:** an expression that cannot be understood from the meanings of its separate words but must be learned as a whole
- **Alliteration:** the repetition of usually initial consonant sounds in two or more neighboring words or syllables

Previous Grade-Level Knowledge:

Grade 1: Identify and explain descriptive words and phrases in text(s).
Grade 1 Clarifications: *Clarification 1:* Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.
Grade K: Identify and explain descriptive words in text(s).
Grade K Clarifications: *Clarification 1:* Students will explain examples of descriptive words in text and how they add meaning. *Clarification 2:* Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

Instructional Implications:
- Remind students of the work they have been doing in grades K and 1, using descriptive words to add meaning to text. Model an example during a read-aloud.
- Create an anchor chart that includes simile, idiom, and alliteration (see Elementary Figurative Language, page 175).
- Provide explicit teaching and guided practice on each type of figurative language. Introduce one type at a time and model how to identify and explain each type (simile, idiom, and alliteration). Use academic, grade-level vocabulary during instruction.
- Select mentor texts in a range of genres (prose, poetry, informational, etc.) and rich in figurative language.

- Plan for multiple opportunities, both collaborative and independent, that allow students to identify figurative language and explain how figurative language adds meaning in various texts. Determine and provide scaffolds as appropriate.
- Provide students opportunities to demonstrate their understanding of the types of figurative language orally and in writing.

Benchmark Connections:
- This benchmark should be paired with additional benchmarks, as appropriate, to support deep understanding and meaning of text. Examples may include, but are not limited to:
  - Reading: R.1.4, R.3.2
  - Communication: C.1.2, C.2.1
  - Vocabulary: V.1.1, V.1.3
  - ELA Expectations: All

Evidence of Student Learning:

Possible Questions:
Q1: Reread the first paragraph on page 28. What beginning/initial sound is repeated in this selection? Explain why the author included alliteration here.

Q2: (Character name) says, "(insert excerpt containing a simile)." What type of figurative language is this? Why do you think (character name) is comparing the (X) to the (Y)?

Q3: Reread page 31. What is the narrator comparing the (object) to? What is this called? Why do you think the narrator is comparing the two? What does the narrator want you to know about (object)?

Possible Student Tasks:
T1: Reading-Writing Connections: How does the author use figurative language (simile, alliteration, idiom) to help the reader understand the story? Use text evidence to create a written response.

T2: Collaborative Techniques: With your partner, write an additional simile, alliteration or idiom that could be added to the text. Be sure to:
1. Include the type of figurative language.
2. Describe how the figurative language adds meaning to the overall text.

Additional Notes:

Grade 2 Data – District Specific

Professional Learning and Statewide Support

Professional Learning Resources

- Instructional Practices/Pedagogy
  - Tier 1 Instruction

- Instructional Content
  - Phonological Awareness and Phonics
  - Fluency and Vocabulary
  - Reading Comprehension
  - Writing

RAISE Targeted Supports – Grade 2

- Professional Learning Community (PLC) Toolkit (Grades 2-3)

- Second Grade Power Hour

- Coaching Collaboration Sessions

- Book Studies

16

District-Specific Planning and Support

Reflection

- Complete the Implementation Compass.

- Identify one area to prioritize.

- Discuss possible action steps.

www.FLDOE.org