

## *Nine Weeks 1 ACPS Second Grade English Pacing Guide 2011-2012*

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.  
New standards will be fully implemented and SOL tested in 2012-2013.

New standards/essential knowledge which needs to be taught is underlined and in green if you have a color copy.

<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
<p>2.1a The student will create oral stories to share with others.</p> <ul style="list-style-type: none"> <li>• <u>Dramatize familiar stories (e.g., plays, skits, reader's theater)</u></li> </ul>	<p>2.4 The student will use phonetic strategies when reading and spelling words.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of vowel patterns such as: cv,vc,cvc,cv<u>cc</u>,cvcc, to decode and spell words.</li> <li>• <u>The student will orally identify, produce, and manipulate various units of speech sounds within words.</u></li> <li>• <u>Understand that spoken words are made of individual phonemes, which can be manipulated to make new words.</u></li> <li>• <u>Count phonemes in one syllable words.</u></li> <li>• <u>Isolate &amp; manipulate phonemes</u></li> <li>• <u>Blend sounds to make one-syllable words.</u></li> <li>• <u>Segment words by saying each sound.</u></li> <li>• <u>Add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork)</u></li> <li>• <u>Delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee)</u></li> <li>• <u>Blend &amp; segment multisyllabic words at the syllable level.</u></li> <li>• <u>Identify syllables in words.</u></li> <li>• <u>State word created by blending given syllables together</u></li> <li>• <u>Delete a syllable from a word and state what remains(e.g., say celebrate without brate [cele]</u></li> <li>• <u>Manipulate sounds in words to form new or nonsense words.</u></li> </ul>	<p>2.11 The student will write stories, letters and simple explanations.</p> <ul style="list-style-type: none"> <li>• Brainstorm for ideas</li> <li>• Stay on topic</li> <li>• Write complete sentences</li> <li>• <u>Generate ideas and organize information before writing by:</u> <ul style="list-style-type: none"> <li>○ <u>Participating in brainstorming activities</u></li> <li>○ <u>Making lists of information</u></li> <li>○ <u>Talking to classmates or teacher about what to write</u></li> <li>○ <u>Using graphic organizers to plan their writing</u></li> </ul> </li> <li>• <u>Write stories that include a beginning, middle, and end in narrative and expository writing.</u></li> </ul>

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English Pacing Guide 2011-2012 (continued)***

Oral Language	Reading	Grammar / Writing
<p>2.1b The student will participate in oral dramatic activities.</p>	<p>2.4a The student will use knowledge of consonants, constant blends, and consonant digraphs to decode and spell words.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of consonant blends to decode and spell words.</li> <li>• Apply knowledge of consonant digraphs (sh,wh,ch,th) to decode and spell words.</li> <li>• <u>Distinguish long &amp; short vowels when reading one-syllable regularly spelled words.</u></li> </ul> <p>2.7 Read fiction and non-fiction, using a variety of strategies independently</p> <ul style="list-style-type: none"> <li>• Use print clues such as bold type, italics, and underling to assist in reading.</li> <li>• Pause at commas and periods during oral reading.</li> <li>• Use phonics, meaning clues, and language structure strategies to reread and self-correct.</li> </ul>	<p>2.12 The student will edit writing for correct grammar, capitalization, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• Identifying complete sentences, naming part and telling part.</li> <li>• Capitalization rules-first word in a sentence, and the word I.</li> <li>• End punctuation-periods, question marks, commands, and exclamations.</li> <li>• Identify nouns/plural nouns (s,es, and spelling change)</li> <li>• Use singular and plural nouns correctly</li> <li>• Spell high frequency words including regular plurals (s and es), irregular plurals (men, women, children, teeth, mice, feet, <u>fish</u>) <u>and</u> compound words</li> </ul>
<p>2.2a The student will use words that reflect a growing range of interests and knowledge.</p> <p>2.2b The student will clarify and explain words and ideas orally.</p> <p>2.2d The student will give three-step and four-step directions.</p> <p>2.3b The student will share stories or information orally with an audience.</p>	<p>2.8 Read and demonstrate comprehension of fiction and non-fiction.</p> <ul style="list-style-type: none"> <li>• Describe setting and important events of story.</li> <li>• Describe a character’s traits, feelings, and actions as presented in a story <u>or poem.</u></li> <li>• Identify the main idea <u>or themes.</u></li> <li>• <u>Describe how a character in a story or poem responds to key events.</u></li> <li>• <u>Use information from illustrations and words to demonstrate comprehension of characters, settings, and events.</u></li> <li>• <u>Ask &amp; answer simple who, what, when, where, why, and how questions to demonstrate an understanding of main details and events in a text.</u></li> </ul>	

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**Oral Language**

**Reading**

**Grammar/Writing**

2.3c The student will participate as a contributor and leader in a group.

- Engage in taking turns in conversation by:
  - Making certain all group members have an opportunity to contribute;
  - Listening attentively by making eye contact while facing the speaker; and
  - Eliciting information or opinion from others.

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Oral Language	Reading	Grammar / Writing
<p>2.1a The student will create oral stories to share with others  <u>Dramatize familiar stories (e.g., plays, skits, reader’s theater)</u></p>	<p>2.6 The student will use language structure to expand vocabulary when reading</p> <p>b) Use knowledge of contractions and singular possessives</p> <ul style="list-style-type: none"> <li>• Demonstrate and understanding of what the apostrophe signifies in singular possessive words.</li> </ul> <p>c) Use knowledge of simple contractions</p> <ul style="list-style-type: none"> <li>• Identify simple abbreviations including those for titles Mr., Mrs., Dr., calendar words (January, February, Monday, Tuesday) and address words (street, road).</li> <li>• <u>Use knowledge of homophones (e.g., pair/pear)</u></li> <li>• <u>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., sign/signal)</u></li> <li>• <u>Use knowledge of the meanings of individual words to predict the meanings of compound words (e.g., birdhouse, notebook)</u></li> <li>• <u>Use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions by summarizing, through generating and answering questions)</u></li> </ul>	<p>2.11 The student will write stories, letters and simple explanations.</p> <ul style="list-style-type: none"> <li>• Use time-order word, such as first, next, then, and last, to sequence and organize their writing.</li> <li>• <u>Write narratives describing events with details, sequence, and a closure.</u></li> </ul>
<p>2.1b The student will participate in oral dramatic activities.</p> <ul style="list-style-type: none"> <li>• <u>Begin to self-correct errors made when communicating orally.</u></li> <li>• <u>Speak in complete sentences when appropriate to task and situation to provide details and clarification.</u></li> </ul>	<p>2.7 The student will read fiction and non-fiction, using a variety of strategies independently.</p> <ul style="list-style-type: none"> <li>• Use titles and heading to generate ideas about the text.</li> <li>• Skim text for section headings, bold type, and picture captions to set a purpose for reading <u>and for answers to specific questions.</u></li> <li>• <u>Explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text</u></li> <li>• <u>Use information from the text to make and revise predictions</u></li> <li>• <u>Use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheading, bold &amp; italic print, tables of contents, glossaries, graphs, charts, tables)</u></li> </ul>	<p>2.12 The student will edit writing for correct grammar, capitalization, punctuation and spelling</p> <ul style="list-style-type: none"> <li>• Capitalization rules-people, places, days, months, holiday, book titles, and name titles.</li> <li>• Add ’s to nouns to show ownership-A common error that students make once they have learned about possessive nouns is to write plural nouns with an ’s. Work on helping children distinguish between plural nouns and singular.</li> <li>• Alphabetize words to the first, second, and third letters.</li> <li>• Identify pronouns and use singular and plural pronouns in writing.</li> <li>• Use precise nouns to improve writing. Example: The baby played with a</li> </ul>

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<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
		rattle. Vs. The baby played with a toy.
2.1c The student will use correct verb tenses in oral communication	<p>2.8 The student will read and demonstrate comprehension of fiction and non-fiction.</p> <ul style="list-style-type: none"> <li>• Identify the sequence of steps in functional text such as recipes or other steps in a set of written directions <a href="#">(e.g. recipes, crafts, board games, mathematics problems, science experiments)</a></li> <li>• Follow the steps in a set of written directions Begin to use knowledge of transition words (first, next, soon) to understand how information is organized.</li> <li>• <a href="#">Ask and answer questions about what is read to demonstrate understanding (e.g. who, what, when, where, why, now)</a></li> <li>• <a href="#">Locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, table of contents)</a></li> </ul>	
2.2a. The student will use words that reflect a growing range of interests and knowledge	<p>2.9 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> <li>• Interpret pictures, diagrams, <del>and</del> tables, <a href="#">and captions</a></li> <li>• Interpret information in bar graphs, charts pictographs</li> <li>• Alphabetize words to 2<sup>nd</sup> and 3<sup>rd</sup> letter</li> </ul>	
<p>2.2b The student will clarify and explain words and ideas orally.</p> <ul style="list-style-type: none"> <li>• <a href="#">Use specific content area vocabulary in discussions</a></li> </ul>		
2.2c The student will follow oral directions with three or four steps		
2.2d The student will give three-step and four-step directions		
2.2e The student will identify and use synonyms and antonyms in oral communications.		
2.3a The student will use oral language for different purposes: to inform, to persuade, and to entertain.		
2.3b The student will share stories or information orally with an audience.		

*Nine Weeks 2 ACPS Second Grade  
English Pacing Guide 2011-2012 (continued)*

**Oral Language**

**Reading**

**Grammar/Writing**

2.3c The student will participate as a contributor and leader in a group.

- Share and retell an experience or story to an audience in a logical order with appropriate facts and descriptive detail
- Follow rules for discussions and assigned group roles  
Participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, share-group, teacher-led)

2.3d The student will summarize information shared orally others.

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Oral Language	Reading	Grammar / Writing
<p>2.1a The student will create oral stories to share with others</p>	<p>2.5 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> <li>• Use prior knowledge to interpret pictures and diagrams in order to predict text.</li> <li>• Use meaning clues to support decoding</li> <li>• Use surrounding words in a sentence to determine the meaning of a word</li> <li>• Use context of sentence to distinguish which of multiple meanings of word make sense.</li> <li>• Use knowledge of word order, including subject, verb, and adjectives to check for meaning</li> <li>• Use story structure, titles, pictures, and diagrams to check for meaning.</li> <li>• <u>Use phonetic strategies, semantic clues, and syntax to reread and self-correct</u></li> </ul>	<p>2.10 The student will maintain manuscripts and begin to make transition to cursive</p> <p>2.11 The student will write stories, letters and simple explanations.</p> <ul style="list-style-type: none"> <li>• Use adjectives to elaborate <u>and expand</u> simple sentences</li> <li>• Organize information with graphic organizers, such as story maps, webs, and event frames</li> <li>• Use graphic organizers to plan their writing</li> <li>• Write stories that include a beginning, middle, and end.</li> <li>• <u>Describe event, ideas, and personal stories with descriptive details</u></li> <li>• <u>Produce and expand complete simple and compound sentences (e.g., The girl listened to the music; the little girl listened to the loud music)</u></li> <li>• <u>Strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details).</u></li> </ul>
<p>2.1b The student will participate in oral dramatic activities.</p> <ul style="list-style-type: none"> <li>• <u>Provide a referent for a pronoun (e.g., <b>Serina</b> wanted to sing but <b>she</b> was afraid.)</u></li> </ul>	<p>2.6 The student will use language structure to expand vocabulary when reading.</p> <p>b) Use knowledge of contractions and singular possessives</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the meanings of contractions</li> </ul> <p>d) Use knowledge of antonyms and synonyms</p> <ul style="list-style-type: none"> <li>• Supply synonyms and antonyms for a given word</li> </ul>	<p>2.12 The student will edit writing for correct grammar, capitalization, punctuation and spelling.</p> <ul style="list-style-type: none"> <li>• Identify adjectives</li> <li>• Use a, an correctly</li> <li>• Friendly letter including capitalization and punctuation of letter parts <u>with emphasis on salutation and closing</u></li> <li>• Identify verbs</li> <li>• Use present and past tense verbs correctly. Use the letters <u>s</u> for third person singular present tense and <u>ed</u> for past tense.</li> <li>• Use precise verbs to improve writing-The squirrel hurried up the tree. vs The squirrel went up the tree.</li> <li>• <u>Use verbs and adjectives correctly in sentences (e.g., The friendly girls talk</u></li> </ul>

***Nine Weeks 3 ACPS Second Grade  
English Pacing Guide 2011-2012 (continued)***

Oral Language	Reading	Grammar/Writing
<p>2.1c The student will use correct verb tenses in oral communication.</p>	<p>2.7 The student will read fiction and non-fiction, using a variety of strategies independently.</p> <ul style="list-style-type: none"> <li>• Predict information</li> <li>• Interpret illustrations such as diagrams, charts, graphs, and maps to make predictions about the text.</li> <li>• <u>Use information from a selection to confirm predictions (e.g., return to text to locate information, support predictions, and answer questions)</u></li> <li>• <u>Use knowledge from their own experiences to make sense of and talk about a topic recognizing similarities between:</u> <ul style="list-style-type: none"> <li>○ <u>Personal experience and the text</u></li> <li>○ <u>The current text and other texts read</u></li> <li>○ <u>What is known about the topic and what is discovered in the new text</u></li> <li>○ <u>Reread as necessary to confirm and self-correct for word accuracy and comprehension</u></li> </ul> </li> </ul>	<p><u>loudly. The friendly girl talks loudly.)</u></p>
<p>2.1d The student will use increasingly complex sentence structure in oral communication.</p>	<p>2.8 The student will read and demonstrate comprehension of fiction and non-fiction</p> <ul style="list-style-type: none"> <li>• Organize information, using graphic organizers <u>(e.g., story map, sequence of events)</u></li> </ul> <p>a) Make predictions about content.</p> <ul style="list-style-type: none"> <li>• Use information from text to make and confirm predictions <u>(before, during, and after reading).</u></li> <li>• Apply knowledge of story structure to predict what will happen next <u>(e.g., beginning/middle/end, problem/solution).</u></li> <li>• Use knowledge of sequence of make predictions while reading functional text such as recipes and other sets of directions</li> </ul> <p>b) Read to confirm predictions.</p> <ul style="list-style-type: none"> <li>• Find evidence to support predictions <u>(e.g., return to text to locate information, support predictions, and answer questions).</u></li> </ul> <p>c) Relate previous experiences to the topic.</p> <ul style="list-style-type: none"> <li>• Use knowledge from their own experiences to make sense of and talk about a topic.</li> </ul> <p>d) Ask and answer questions about what is read.</p> <ul style="list-style-type: none"> <li>• Ask and answer simple who, what, when, where, why,</li> </ul>	

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<i><b><u>English Pacing Guide 2011-2012 (continued)</u></b></i>		
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
	<ul style="list-style-type: none"> <li>• and how questions.</li> </ul> <p>e) Locate information to answer questions.</p> <ul style="list-style-type: none"> <li>• Begin to skim for information <u>to answer questions</u>.</li> </ul> <p>f) Describe characters, setting, and important events in fiction and poetry.</p> <ul style="list-style-type: none"> <li>• Use framework of beginning, middle, and end to retell story events.</li> <li>• Describe characters, settings, and important events in poetry.</li> </ul> <p>g) Identify the problem, solution, and main idea.</p> <ul style="list-style-type: none"> <li>• Identify the problem and solution.</li> </ul>	
2.3a The student will use oral language for different purposes: to inform, to persuade, and to entertain.	<ul style="list-style-type: none"> <li>• <u>Compare and contrast characters, settings, and important events in at least two versions of the same story (e.g., Cinderella stories)</u></li> </ul>	
2.3b The student will share stories or information orally with an audience.	<ul style="list-style-type: none"> <li>• <u>Use the framework of beginning, middle, and end to summarize and retell story events</u></li> </ul>	
<p>2.3c The student will participate as a contributor and leader in a group.</p> <ul style="list-style-type: none"> <li>• <u>Participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond</u></li> <li>• <u>Ask and respond to questions to check for understanding and information presented (e.g., stay on topic, link remarks to those of others)</u></li> <li>• <u>Contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Describe the structure of a story (e.g., beginning introduces the story, ending concludes the action)</u></li> <li>• <u>Use prior knowledge to predict information and to interpret pictures and diagrams</u></li> <li>• <u>Use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions</u></li> <li>• <u>Explain how illustrations and images contribute to and clarify text</u></li> <li>• <u>Write responses to what they read (e.g. response logs, write the story with a new ending)</u></li> </ul>	
2.3d The student will summarize information shared orally by others.		

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<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
2.1a The student will create oral stories to share with others.	2.4 The student will use phonetics strategies when reading and spelling. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. <ul style="list-style-type: none"> <li>• Apply knowledge of r controlled patterns to decode and spell words.</li> </ul> c) Decode regular multisyllabic words. <ul style="list-style-type: none"> <li>• Read regularly spelled one and two syllable words automatically</li> <li>• Decode regularly multi-syllable words</li> <li>• <u>Use phonetic strategies and context to self-correct for comprehension</u></li> <li>• <u>Decode words with common prefixes and suffixes</u></li> </ul>	2.10 The student will maintain manuscripts and begin to make transition to cursive <u>and write legibly.</u> 2.11 The student will write stories, letters and simple explanations. <ul style="list-style-type: none"> <li>• Begin to group sentences into paragraphs</li> <li>• Avoid stringing ideas together with and or then.</li> <li>• <u>Write stories that have a beginning, middle, and end in narrative and expository writing</u></li> <li>• <u>Participate in shared research and writing projects</u></li> <li>• <u>Write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement</u></li> <li>• <u>Consult beginning reference materials to check and correct spelling (e.g., beginning dictionaries)</u></li> </ul>
2.1b The student will participate in oral dramatic activities.	2.6 The student will use language structure to expand vocabulary when reading. a) Use knowledge of prefixes and suffixes. <ul style="list-style-type: none"> <li>• Use common prefixes and suffices to decode words.</li> <li>• Demonstrate an understanding of common prefixes such as: un, re, dis, pre, mis.</li> <li>• Demonstrate an understanding of common suffixes such as: er, y, ful, less, est. ly, <u>ed, ing, able.</u></li> <li>• <u>Determine the meaning of words when a known prefix is added to a known word (e.g., tie, untie, fold/unfold)</u></li> <li>• <u>Discuss meanings of words and develop vocabulary (e.g. closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, scare)</u></li> </ul>	2.11 The student will write stories, letters and simple explanations. <ul style="list-style-type: none"> <li>• Noun-verb agreement-is, are, was, were, come, came, run, ran, has, have, give, gave, take, took, does, did, go, goes, went, see, saw, etc.</li> <li>• Use homophones correctly. Use your reading and language books to guide your selection of homophones to teach.</li> <li>• Apostrophes in contractions.</li> <li>• Identify adverbs and use them to make writing more interesting and precise.</li> <li>• Combining sentences.</li> </ul>
2.1c The student will use correct verb tenses in oral communication.	2.7 The student will read fiction and non-fiction, using a variety of strategies independently. b) Set purpose for reading.	
2.1d The students will use	2.8 The student will read and demonstrate comprehension of fiction	

***Nine Weeks 4 ACPS Second Grade  
English Pacing Guide 2011-2012(continued)***

	<i><b>Nine Weeks 4 ACPS <u>Second Grade</u> English Pacing Guide 2011-2012(continued)</b></i>	
<b>Oral Language</b>	<b>Reading</b>	<b>Grammar / Writing</b>
increasingly complex sentence structure in oral communication.	and non-fiction. e) Locate information to answer questions. Locate information in textbook, etc. to answer questions.	
2.3a The student will use oral language for different purposes: to inform, to persuade, and to entertain.	2.9 The student will demonstrate comprehension of information in reference materials. a) Use a table of contents. <ul style="list-style-type: none"> <li>• Locate titles and page numbers using a table of contents</li> <li>• Use table of contents to locate information in content area books.</li> </ul> c) Use dictionaries, <u>glossaries</u> , and indices <u>to locate key facts or information</u> . <ul style="list-style-type: none"> <li>• Locate words in glossary or dictionary using first, second, third letter.</li> <li>• Locate guide words, entry words, and definitions in dictionaries and indices.</li> </ul>	
2.3b The student will share stories or information orally with an audience.	<ul style="list-style-type: none"> <li>• <u>Consult reference material as needed to spell, check spelling, and understand grade appropriate words</u></li> <li>• <u>Use online resources to gather information on a given topic (e.g., teacher-identified web sites and online reference materials)</u></li> </ul>	
2.3c The student will participate as a contributor and leader in a group.	2.14 <u>NEW</u> The student will use available technology for reading and writing. <ul style="list-style-type: none"> <li>• <u>Use available technology and media for reading and writing, including in collaboration with peers</u></li> <li>• <u>Use available technology to produce writing</u></li> <li>• <u>Use available media for reading and writing</u></li> <li>• <u>Ask and respond to questions about material presented through various media formats.</u></li> </ul>	
2.3d The student will summarize information shared orally by others.		