
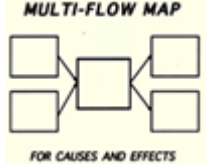
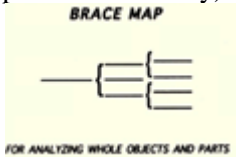


ACPS utilizes Thinking Maps in order for students to create mental visual patterns for thinking based on the fundamental thinking processes. Suggested maps have been included. These can be expanded upon based on teacher discretion.

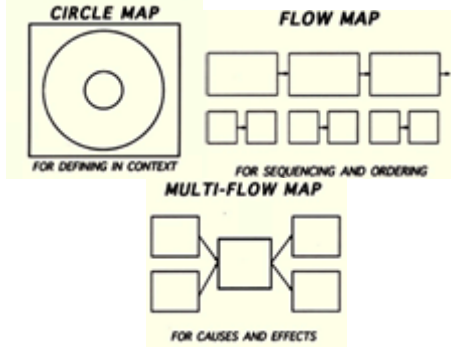
Nine Weeks 1 ACPS Second Grade English Pacing Guide (revised December 2016)

Oral Language	Reading Focus: <u>Fiction</u>	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Narrative	Common Assessments
<p>2.1 The student will demonstrate an understanding of oral language structure. 2.1a oral stories 2.1b oral dramatic activities 2.2 The student will expand understanding and use of word meanings. 2.2a vocabulary 2.2b words of interest... 2.2c clarify and explain 2.2e content vocabulary 2.3 The student will use oral communication skills. 2.3a inform and persuade 2.3b stories and information 2.3c contributor and leader 2.3d retell information 2.3e directions 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4a phonemes 2.4b blend sounds 2.4c segment words 2.4d add and delete phonemes</p>	<p>2.5 The student will use phonetic strategies when reading and spelling. 2.5a consonants... 2.5b (only short vowels)</p>  <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6a information/read words 2.6b sentence structure (context clues)</p>  <p>2.7 The student will expand vocabulary when reading. 2.7d (compound words only)</p>  <p>2.7e vocabulary/content areas</p>		<p>2.11 The student will maintain legible printing and begin to make the transition to cursive -Legible printing 2.12 The student will write stories, letters, and simple explanations. (stories) 2.12a generate ideas-narrative 2.12b beginning/middle/end-narrative 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13a complete sentences 2.13b punctuation 2.13c proper nouns, I 2.13d sing./plural nouns (no pronouns) 2.13h regular plurals</p>	<p>Section 1 Test: 2.5b Short vowels 2.8a predictions 2.8e fiction-char., setting, impt. events - 2.8h beginning, middle, end 2.13a complete sentences 2.13b punctuation</p> <p>Section 2 Test: 2.5a consonants 2.8c ask/answer questions 2.8d locate info 2.8f problem and solution 2.12a generate ideas-narrative 2.13c proper nouns, I 2.13d sing.-plural nouns (no pronouns)</p>

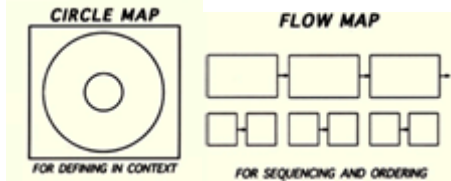
2.4e blend and segment words

2.8 The student will read and demonstrate comprehension of fictional texts.

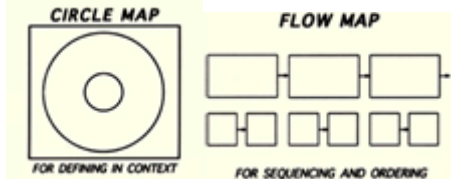
2.8a predictions



2.8c ask/answer questions



2.8d locate info



2.8a Prediction

L17 Luke Goes to Bat
L20 Dex the Heart of a Hero
L25 How Groundhog's...

2.8c Ask/Answer Questions

L12 Violet's Music
L 19 Signmaker's Assistant
L22 Gloria Who Might Be...

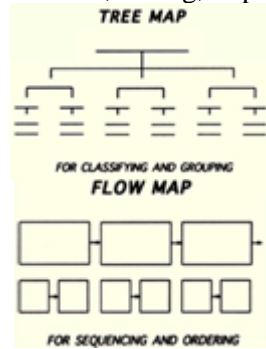
2.8d Locate Info

L17 Luke Goes to Bat
L20 Dex: The Heart of a Hero

Section 3 Test:

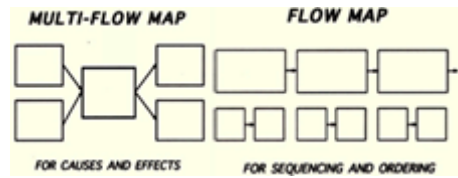
2.5a consonants, blends
2.6a information/read words
2.6b context clues
2.7d compound words
2.8e poetry
2.8e fiction-char., setting, impt. events - compare
2.8g main idea
2.12b beginning/middle/end-narrative
2.13h regular plurals

2.8e fiction-char., setting, impt. events

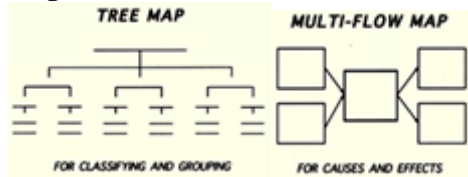


2.8e Poetry

2.8f problem and solution

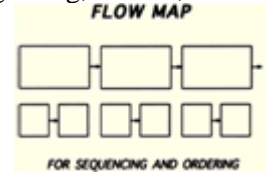


2.8g main idea



(one sided)

2.8h beginning, middle, end



2.8j reread with fluency

2.8e Fiction-Char., Setting, Important Events

- L9 How Chipmunk Got His...
- L12 Violet's Music
- L19 Signmaker's Assistant
- L26 The Mysterious Tadpole

2.8f Problem/Solution

- L12 Violet's Music
- L16 Mr. Tanen's Tie Trouble
- L26 The Mysterious Tadpole

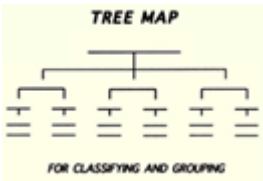
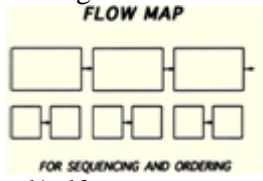

2.8g Main Idea

- L18 My Name is Gabriela
- L20 Dex: The Heart of a Hero
- L22 Gloria Who Might Be My...

2.8h Beginning, Middle, End

- L1 Henry and Mudge
- L17 Luke Goes to Bat

Nine Weeks 2 ACPS Second Grade English Pacing Guide (revised December 2016)

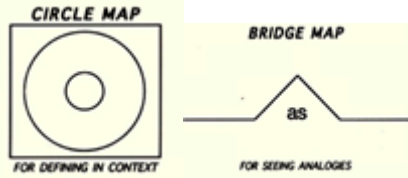
Oral Language	Reading Focus: <u>Nonfiction & References</u>	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Expository	Common Assessments
<p>2.1 The student will demonstrate an understanding of oral language structure. 2.1a oral stories 2.1b oral dramatic activities 2.2 The student will expand understanding and use of word meanings. 2.2a vocabulary 2.2e content vocabulary 2.3 The student will use oral communication skills. 2.3a inform and persuade 2.3b stories and information 2.3c contributor and leader 2.3d retell information 2.3e directions 2.3f give directions 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4a phonemes 2.4b blend sounds</p>	<p>2.5 The student will use phonetic strategies when reading and spelling. 2.5a consonant blends/digraphs 2.5b r-controlled vowels</p>  <p>2.5c decode words</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6a information/read words 2.6b sentence structure (multiple meaning) 2.6c sequencing</p>  <p>2.6d reread/self-correct</p> <p>2.7 The student will expand vocabulary when reading. 2.7c synonyms/antonyms</p> 		<p>2.11 The student will maintain legible printing and begin to make the transition to cursive -Legible printing 2.12 The student will write stories, letters, and simple explanations. (simple explanations) 2.12a generate ideas 2.12b beg. /mid./end -<i>narrative</i> 2.12b beg. /mid./end-<i>expository</i> 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13a complete sentences 2.13b punctuation 2.13c proper nouns, I 2.13d <i>sing./plural nouns</i> 2.13d <i>pronouns</i> 2.13e apostrophes and possessives 2.13f contractions and possessives 2.13g abbreviations 2.13h sight words 2.13j adjectives/verbs</p>	<p>Section 4 Test: 2.5a consonant blends 2.6c sequencing 2.7c synonyms, antonyms 2.9a text features including bold print, headings, subheadings 2.9b predictions 2.9c prior- background knowledge 2.9d set purpose 2.10a table of contents 2.13a complete sentences 2.13b punctuation 2.13c proper nouns, I 2.13d <i>sing. -plural nouns</i> 2.13d <i>pronouns</i></p> <p>Section 5 Test: 2.5a digraphs 2.7d word meaning 2.9e ask and answer questions (see 2.10b) 2.9f locate information (see 2.10b) 2.10b pictures, captions, charts 2.13e apostrophes and possessives 2.13f contractions and possessives</p>

2.4c segment words
 2.4d add and delete phonemes
 2.4e blend and segment words

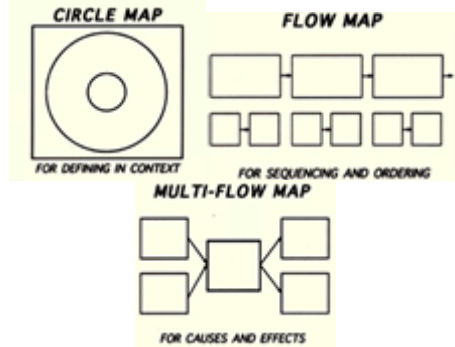
2.7d word meanings
 2.7e vocabulary/content areas

2.9 The student will read and demonstrate comprehension of nonfiction texts.

2.9a text features



2.9b predictions



2.9c prior/background knowledge

2.9d set purpose

2.9a Text Features

L6 Animals Building Homes
 L10 Jellies
 L28 Working in Space

2.9b Predictions

L21 Penguin Chick
 L28 Working in Space

2.9c Prior/Background Knowledge

L8 Super Storms
 L13 Schools Around the World

2.9d Set Purpose

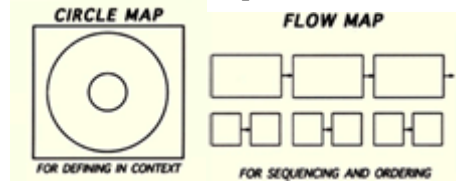
L8 Super Storms
 L14 Helen Keller
 L21 Penguin Chick

Section 6 Test:

2.5b r-controlled vowels
 2.6a information/read words(multiple meaning)
 2.6b sentence structure
 2.9f locate info
 2.9g main idea
 2.10c dictionary, glossary/index
 2.10c ABC order
 2.12b beginning/middle/end-expository
 2.13g abbreviations
 2.13j adjectives/verbs

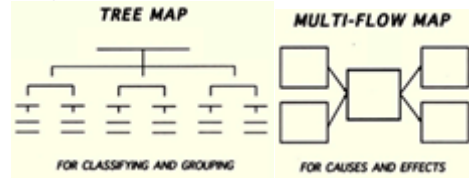


2.9e ask & answer questions



2.9f locate information

2.9g main idea



(one

sided)

2.9h read and reread

2.10 The student will demonstrate comprehension of information in reference materials.

2.10a table of contents

2.9e Ask & Answer Questions

- L2 My Family
- L6 Animals Building Homes
- L8 Super Storms
- L10 Jellies
- L13 Schools

2.9f Locate Information

- L6 Animals Building Homes
- L10 Jellies
- L13 Schools

2.9g Main Idea

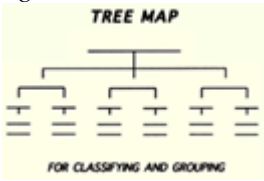
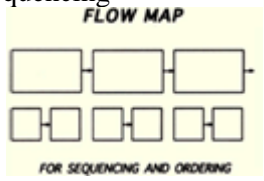

- L8 Super Storms
- L14 Helen Keller
- L21 Penguin Chick

2.10a Table of Contents

- L14 Helen Keller
- L15 Officer Buckle and Gloria
- L21 Penguin Chick

	<p>2.10b pictures/captions/charts</p> <p>2.10c dictionary/glossary/index</p> <p>2.10d online resources</p>	<p><u>2.10b</u> <u>Pictures/Captions/Charts</u> L23 The Goat in the Rug L24 Half Chicken L25 How Groundhog's Garden...</p> <p><u>2.10c</u> <u>Dictionary/Glossary/Index</u> L2 My Family L21 Penguin Chick L30 Now and Ben</p>		
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Nine Weeks 3 ACPS Second Grade English Pacing Guide (revised December 2016)

Oral Language	Reading Focus: <u>Fiction</u>	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Descriptive	Common Assessments
<p>2.1 The student will demonstrate an understanding of oral language structure. 2.1d sentence structures</p> <p>2.2 The student will expand understanding and use of word meanings. 2.2a vocabulary 2.2d synonyms & antonyms 2.2e content vocabulary</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. 2.4a phonemes 2.4b blend sounds 2.4c segment words 2.4d add/delete phonemes 2.4e blend and segment words</p>	<p>2.5 The student will use phonetic strategies when reading and spelling. 2.5a consonants digraphs 2.5b long vowels</p>  <p>2.5c decode words</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6a information/read words 2.6b sentence structure 2.6c sequencing</p>  <p>2.6d reread/self-correct</p> <p>2.7 The student will expand vocabulary when reading.</p> <p>2.7a homophones</p> 		<p>2.11 The student will maintain legible printing and begin to make the transition to cursive</p> <p>-Legible printing (continued)</p> <p>2.12 The student will write stories, letters, and simple explanations. 2.12c expand writing with detail 2.12d revise writing</p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13d sing.- plural nouns 2.13e contractions and possessives 2.13f contractions and possessives 2.13h sight words 2.13i commas and letters 2.13j adjectives/verbs</p>	<p>Section 7 Test: 2.6b sentence structure 2.7a homophones 2.8a predictions 2.8e fiction-char., setting, impt. events 2.8f problem and solution 2.8h summarizing 2.12c expand writing with detail 2.13j adjectives and verbs</p> <p>Section 8 Test: 2.5a digraphs 2.5c syllables 2.6c sequencing 2.7e vocabulary, content area 2.8c ask/answer questions 2.8d locate information 2.8i draw conclusions 2.12d revise writing 2.13a complete sentences 2.13g simple abbreviations 2.13i commas and letters</p>

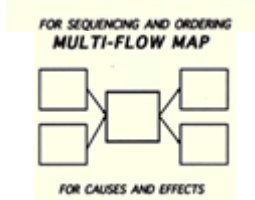
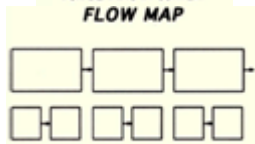
2.7d contractions



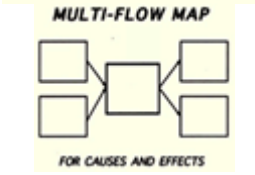
2.7e vocabulary/content areas

2.8 The student will read and demonstrate comprehension of fictional texts.

2.8a predictions



2.8b relate to main idea



2.8a Predictions

L1 Henry and Mudge
 L15 Officer Buckle and Gloria
 L16 Mr. Tanen's Tie Trouble
 L26 The Mysterious Tadpole
 L29 Two of Everything

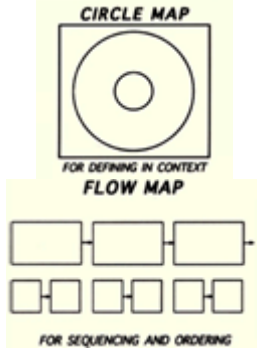
2.8b Relate to Main Idea

L6 Animals Building Homes
 L16 Mr. Tanen's Tie Trouble
 L17 Luke Goes To Bat
 L18 My Name is Gabriela
 L22 Gloria Who Might Be...

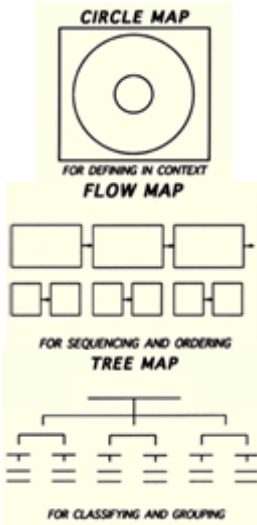
Section 9 Test:

- 2.5b long vowels
- 2.7d contractions
- 2.6b sentence structure
- 2.8a predictions
- 2.8c ask/answer questions
- 2.8e poetry
- 2.8g main idea-fiction
- 2.8i draw conclusions
- 2.13e contractions and possessives
- 2.13f contractions and possessives

2.8c ask/answer questions



2.8d locate info



2.8c Ask/Answer

Questions

L12 Violet's Music

L19 Signmaker's Assistant

L22 Gloria Who Might Be...

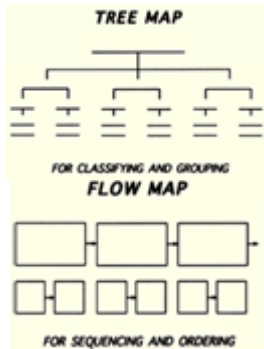
2.8d Locate Information

L2 Diary of a Spider

L17 Luke Goes To Bat

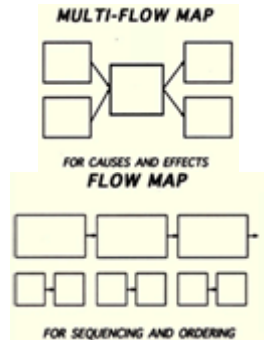
L20 Dex: The Heart of a Hero

2.8e fiction-char., setting, impt. events



2.8e Poetry

2.8f problem and solution



2.8e Fiction-Char., Setting, Impt. Events

L5 Teacher's Pets
L9 How Chipmunk Got His...
L12 Violet's Music
L16 Mr. Tanen's Tie Trouble
L19 Signmaker's Assistant
L26 The Mysterious Tadpole,

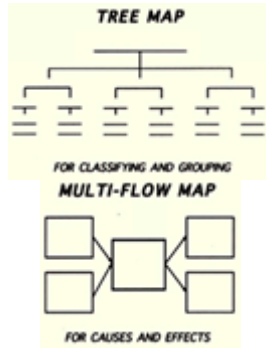
2.8e Poetry

L9 How Chipmunk Got His...
L12 Violet's Music
L16 Mr. Tanen's Tie Trouble
L19 Signmaker's Assistant
L26 The Mysterious Tadpole

2.8f Problem/Solution

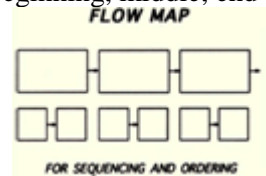
L12 Violet's Music
L16 Mr. Tanen's Tie Trouble
L26 The Mysterious Tadpole

2.8g main idea

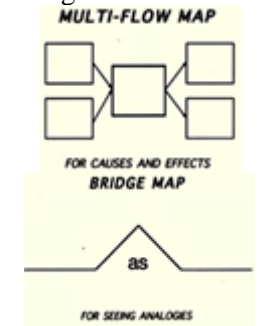


(one sided)

2.8h beginning, middle, end



2.8i drawing conclusions



2.8j reread with fluency

2.8g Main Idea

L18 My Name is Gabriela
L20 Dex: The Heart of a Hero
L22 Gloria Who Might Be...

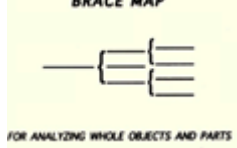
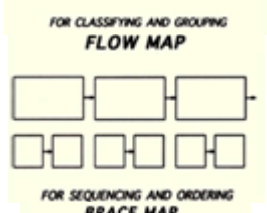
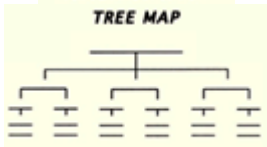
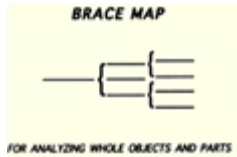
2.8i Draw Conclusions

L7 The Ugly Vegetables
L11 Click, Clack, Moo
L16 Mr. Tanen's Tie Trouble
L23 The Goat in the Rug

Oral Language	Reading Focus: <u>Nonfiction & References</u>	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Writing Focus: Expository	Common Assessments
<p>2.1 The student will demonstrate an understanding of oral language structure. 2.1a oral stories 2.1b oral dramatic activities 2.1c verb tenses 2.1e self-correct</p> <p>2.2 The student will expand understanding and use of word meanings. 2.2a vocabulary 2.2b words of interest 2.2e content vocabulary</p> <p>2.3 The student will use oral communication skills. 2.3a inform and persuade 2.3b stories and information 2.3c contributor and leader 2.3d retell</p>	<p>2.5 The student will use phonetic strategies when reading and spelling. 2.5a consonants 2.5b short, long vowels, r-controlled</p> <div data-bbox="415 548 678 727" style="text-align: center;"> <p>TREE MAP FOR CLASSIFYING AND GROUPING</p> </div> <p>2.5c decode words</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading. 2.6a information/read words 2.6b sentence structure 2.6c sequencing</p> <div data-bbox="415 954 678 1133" style="text-align: center;"> <p>FLOW MAP FOR SEQUENCING AND ORDERING</p> </div> <p>2.6d reread/self-correct</p>		<p>2.11 The student will maintain legible printing and begin to make the transition to cursive. – Legible printing (cont.), Introduce cursive</p> <p>2.12 The student will write stories, letters, and simple explanations. 2.12a generate ideas 2.12b beg. /mid./end 2.12c expand writing with detail 2.12d revise writing</p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 2.13a sentences 2.13b punctuation 2.13c proper nouns, I 2.13d pronouns 2.13e contractions 2.13f contractions 2.13g abbreviations 2.13h sight words 2.13i commas/letters 2.13j verbs/adjectives</p> <p>2.14 The student will use available technology for reading and writing.</p>	<p>Section 10 Test: 2.5a consonants including blends/digraphs 2.6c sequencing 2.7b suffix 2.7d word meaning 2.9a text features (functional text) 2.9b predictions (functional text) 2.9c prior, background knowledge (functional text) 2.9d set purpose 2.13a sentences 2.13b punctuation 2.13g abbreviation</p>

information
2.3e directions
2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
2.4a phonemes
2.4b blend sounds
2.4c segment words
2.4d add/delete phonemes
2.4e blend and segment words

2.7 The student will expand vocabulary when reading.
2.7b prefixes/suffixes
2.7d word meaning
2.7e vocabulary/content areas
2.9 The student will read and demonstrate comprehension of nonfiction texts.
2.9a text features



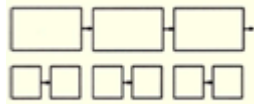
2.9a Text Features
L6 Animals Building Homes
L14 Helen Keller

Section 11 Test:
2.5b short, long, & r-controlled vowels
2.5c syllables
2.6b sentence structure
2.9f locate info
2.9e ask/answer questions
2.9g main idea
2.10d online resources
2.13c proper nouns, I
2.13d sing. -plural nouns
2.13d pronouns
2.13i commas and letters

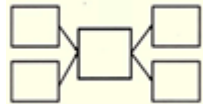
2.9b predictions



(continued below)
FLOW MAP



FOR SEQUENCING AND ORDERING
MULTI-FLOW MAP



FOR CAUSES AND EFFECTS

2.9c prior/background knowledge

2.9d set purpose



2.9b Predictions
L21 Penguin Chick

2.9c
Prior/Background Knowledge
L8 Super Storms

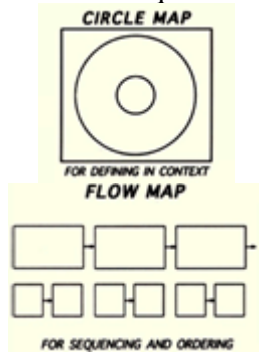
2.9d Set Purpose
L8 Super Storms
L14 Helen Keller
L21 Penguin Chick

Section 12 Test:
Cumulative Test
plus, the following:

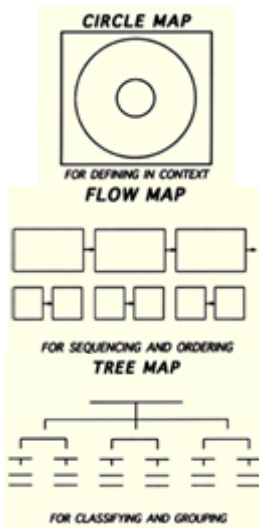
- 2.7b prefixes/suffixes
- 2.9e ask and answer questions (functional text)
- 2.9f locate info.
- 2.10a table of contents
- 2.10b pictures, captions, charts
- 2.10c dictionary, glossary, index
- 2.13e contractions
- 2.13f contractions
- 2.13j verbs and adjectives

- 2.5b
- 2.5c
- 2.6a
- 2.8a
- 2.8d
- 2.8e, i
- 2.8f
- 2.8g
- 2.8h
- 2.9a
- 2.9b
- 2.9c
- 2.9g
- 2.9f

2.9e ask & answer questions



2.9f locate information



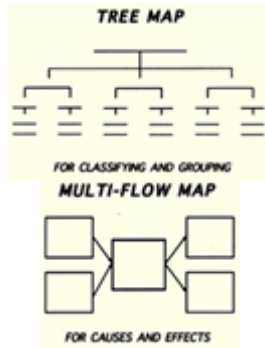
2.9e Ask & Answer Questions

L2 My Family
L6 Animals Building Homes
L8 Super Storms
L10 Jellies
L13 Schools

2.9f Locate Information

L2 My Family
L6 Animals Building Homes
L10 Jellies
L13 Schools

2.9g main idea



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2.9h read and reread

2.10 The student will demonstrate comprehension of information in reference materials.

2.10a table of contents

2.10b pictures/captions/charts

(one

2.9g Main Idea

L8 Super Storms
L14 Helen Keller
L21 Penguin Chick

2.10a Table of Contents

L14 Helen Keller
L15 Officer Buckle and Gloria
L21 Penguin Chick

2.10b Pictures/Captions/Charts

L21 Penguin Chick
L23 The Goat in the Rug
L24 Half Chicken
L25 How Groundhog's Garden...

	<p>2.10c dictionary/glossary/index</p> <p>2.10d online resources</p>	<p><u>2.10c</u> <u>Dictionary/Glossary/</u> <u>Index</u> L2 My Family L13 Schools L21 Penguin Chick L22 Gloria Who Might Be L26 The Mysterious Tadpole, L30 Now and Ben</p>		
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Strategies/Resources

1. ACPS Unpacked Standards: [ACPS Unpacked Standards](http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS_02_Second_Grade_English_Curriculum_Framework.pdf)
http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS_02_Second_Grade_English_Curriculum_Framework.pdf
2. VA Dept. of Education: [English Standards of Learning Web page](#)
3. VA Dept. of Education: [Enhanced Scope and Sequence Sample Lesson Plans \(ESS\)](#)
4. [ACPS SharePoint Language Arts Resources](#)
5. [Virginia PALS resources](#)