

Second Grade Curriculum Pacing Guide – Reading & Writing

Page County Public Schools

	SOL	Skills	Strategies	Vocabulary
1st 9-weeks	2.1 (a, b, c) 2.2 (a, e) 2.3 (b, c, d) 2.4 (a, b) 2.5 (a, b) 2.6 (a, b, c, d) 2.7 (d, e) 2.8 (a, b, c, d, e, h, j) 2.9 (a, b, c, d, e, f, h) 2.11 2.12 (a, b) 2.13 (a, b, c, h) 2.14	<ul style="list-style-type: none"> • Create oral stories to share with others • Create and participate in oral dramatic activities • Use correct verb tenses in oral communication • Increase listening and speaking vocabularies • Use vocabulary from other content areas • Describe characters, setting and important events in fiction and poetry • Share stories or information orally with an audience • Participate as a contributor and leader in a group • Count phonemes within one syllable words • Blend sounds to make one syllable words • Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words • Use knowledge of short vowel patterns to decode and spell words 	<ul style="list-style-type: none"> • Retell information shared by others • Reread and self-correct • Make and confirm predictions • Relate personal experiences to the main idea • Ask and answer questions about what is read • Locate information to answer questions • Summarize stories and events with beginning, middle, and end in the correct sequence • Make and confirm predictions about the main idea • Use prior and background knowledge as context for new learning • Locate information to answer questions 	<ul style="list-style-type: none"> • Phonemes • Blend (put words together) • Syllables • Sentence/story structure • Sequence • Digraphs • Blends (sounds) • Characters • Setting • Important events • Main idea • Summarize • Fluency • Accuracy • Expression • Preview • Compound words • Declarative • Interrogative • Exclamatory • Proper nouns • Prediction • Text features

		<ul style="list-style-type: none">• Use information in the story to read words• Use knowledge of sentence structure• Use knowledge of story structure and sequence• Discuss meanings of words and develop vocabulary by listening and reading a variety of texts• Use vocabulary from other content areas• Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression• Preview the selection using text features• Set purpose for reading• Maintain legible printing• Generate ideas before writing• Organize writing to include beginning, middle, and end for narrative and expository writing• Recognize and use complete sentences• Use and punctuate declarative, interrogative, and exclamatory sentences• Capitalize all proper nouns and the word I• Use correct spelling for high frequency words, including compound words		
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		<ul style="list-style-type: none"> • Use technology for reading and writing 		
2nd 9-weeks	2.1 (d, e) 2.2 (b, c, d) 2.3 (a, e, f) 2.4 (c, d, e) 2.5 (b, c) 2.7 (a, c) 2.8 (f, g, i) 2.9 (g) 2.11 2.13 (d, e, f, g, h, j)	<ul style="list-style-type: none"> • Use increasingly complex sentence structures in oral communication • Identify and use synonyms and antonyms • Use oral language for different purposes; to inform, to persuade, to entertain, to clarify, and to respond • Follow and give 3 and 4 step directions • Segment one syllable words into individual phonemes • Add or delete phonemes to make words • Blend and segment multisyllabic words at the syllable level • Use knowledge of long vowel patterns to decode and spell words • Decode regular multisyllabic words • Use knowledge of homophones • Use knowledge of antonyms and synonyms • Identify the problem and solution in fictional texts • Make the transition to cursive • Use singular and plural nouns and pronouns 	<ul style="list-style-type: none"> • Begin to self-correct errors in language use • Clarify and explain words and ideas orally • Identify the main idea in fictional and nonfiction texts • Draw conclusions based on the text 	<ul style="list-style-type: none"> • Synonyms • Antonyms • Inform • Persuade • Entertain • Clarify • Respond • Segment • Homophones • Problem • Solution • Conclusion • Apostrophe • Contraction • Abbreviation • Verb • Adjective • Plural • Noun • Pronoun • Singular • Plural • Cursive

		<ul style="list-style-type: none"> • Use apostrophes in contractions • Use contractions • Use knowledge of simple abbreviations • Use correct spelling for commonly used sight words, including regular plurals • Use words that reflect a growing range of interest and knowledge • Use verbs and adjectives correctly in sentences 		
3rd 9-weeks	2.5 (b) 2.7 (b) 2.10 (a, b, c, d) 2.12 (c, d) 2.13 (i)	<ul style="list-style-type: none"> • Use knowledge of r-controlled vowel patterns to decode and spell words • Use knowledge of prefixes and suffixes • Use table of contents • Use pictures, captions, and charts • Use dictionaries, glossaries, and indices • Use online resources • Expand writing to include descriptive detail • Revise writing for clarity • Use commas in the salutation and closing of a letter 		<ul style="list-style-type: none"> • Prefixes • Suffixes • Table of contents • Pictures • Captions • Charts • Dictionaries • Glossaries • Index • Salutation • Closing • Comma • R-controlled vowel
4th 9-weeks	2.13 (e, f)	<ul style="list-style-type: none"> • Use apostrophes in possessives • Use singular possessives 		<ul style="list-style-type: none"> • Possessives

- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.

- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

Skills versus Strategies

