



BEDFORD COUNTY PUBLIC SCHOOLS

Second Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

1st Grade Standards of Learning
Prerequisite Standards

2nd Grade Standards of Learning
Grade Level Standards

3rd Grade Standards of Learning
Extension Standards

ORAL LANGUAGE	ORAL LANGUAGE	COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY
<p>1.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a. Listen and respond to a variety of electronic media and other age-appropriate materials. b. Tell and retell stories and events in logical order. c. Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. d. Participate in creative dramatics. e. Express ideas orally in complete sentences. <p>1.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> a. Increase listening and speaking vocabularies. b. Begin to ask for clarification and explanation of words and ideas. c. Use common singular and plural nouns. d. Use vocabulary from other content areas. <p>1.3 The student will adapt or change oral language to fit the situation.</p> <ul style="list-style-type: none"> a. Initiate conversation with peers and adults. b. Follow rules for conversation using appropriate voice level in small-group settings. c. Ask and respond to questions. 	<p>2.1 The student will demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> a. Create oral stories to share with others. b. Create and participate in oral dramatic activities. c. Use correct verb tenses in oral communication. d. Use increasingly complex sentence structures in oral communication. e. Begin to self-correct errors in language use. <p>2.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> a. Increase listening and speaking vocabularies. b. Use words that reflect a growing range of interests and knowledge. c. Clarify and explain words and ideas orally. d. Identify and use synonyms and antonyms. e. Use vocabulary from other content areas. <p>2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a. Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. b. Share stories or information orally with an 	<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b. Ask and respond to questions from teachers and other group members. c. Explain what has been learned. d. Use language appropriate for context. e. Increase listening and speaking vocabularies. <p>3.2 The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> a. Speak clearly. b. Use appropriate volume and pitch. c. Speak at an understandable rate. d. Organize ideas sequentially or around major



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<p>d. Follow simple two-step oral directions. e. Give simple two-step oral directions.</p> <p>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a. Create rhyming words. b. Count phonemes (sounds) in one-syllable words. c. Blend sounds to make one-syllable words. d. Segment one-syllable words into individual speech sounds (phonemes). e. Add or delete phonemes (sounds) to make new words.</p> <p>READING</p> <p>1.5 The student will apply knowledge of how print is organized and read.</p> <p>a. Read from left to right and from top to bottom. b. Match spoken words with print. c. Identify letters, words, sentences, and ending punctuation. d. Read his/her own writing.</p>	<p>audience. c. Participate as a contributor and leader in a group. d. Retell information shared by others. e. Follow three- and four-step directions. f. Give three- and four-step directions.</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a. Count phonemes (sounds) within one-syllable words. b. Blend sounds to make one-syllable words. c. Segment one-syllable words into individual speech sounds (phonemes). d. Add or delete phonemes (sounds) to make words. e. Blend and segment multisyllabic words at the syllable level.</p> <p>READING</p>	<p>points of information. e. Use contextually appropriate language and specific vocabulary to communicate ideas.</p> <p>READING</p>
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<p>1.6 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> a. Use beginning and ending consonants to decode and spell single-syllable words. b. Use two-letter consonant blends to decode and spell single-syllable words. c. Use beginning consonant digraphs to decode and spell single-syllable words. d. Use short vowel sounds to decode and spell single-syllable words. e. Blend beginning, middle, and ending sounds to recognize and read words. f. Use word patterns to decode unfamiliar words. g. Read and spell simple two-syllable compound words. h. Read and spell commonly used sight words. <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use words, phrases, and sentences. b. Use titles and pictures. c. Use information in the story to read words. d. Use knowledge of sentence structure. e. Use knowledge of story structure. f).Reread and self-correct. <p>1.8 The student will expand vocabulary.</p> <ul style="list-style-type: none"> a. Discuss meanings of words in context. b. Develop vocabulary by listening to and reading a variety of texts. c. Ask for the meaning of unknown words and 	<p>2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c. Decode regular multisyllabic words. <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use information in the story to read words. b. Use knowledge of sentence structure. c. Use knowledge of story structure and sequence. d. Reread and self-correct. <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of homophones. b. Use knowledge of prefixes and suffixes. c. Use knowledge of antonyms and synonyms. 	<p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words. <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a. Use knowledge of homophones.
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1st Grade Standards of Learning *Prerequisite Standards*

make connections to familiar words.
d. Use text clues such as words or pictures to discern meanings of unknown words.
e. Use vocabulary from other content areas.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

- a. Preview the selection.
- b. Set a purpose for reading.
- c. Relate previous experiences to what is read.
- d. Make and confirm predictions.
- e. Ask and answer who, what, when, where, why, and how questions about what is read.
- f. Identify characters, setting, and important events.
- g. Retell stories and events, using beginning, middle, and end.
- h. Identify the main idea or theme.
- i. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

2nd Grade Standards of Learning *Grade Level Standards*

d. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
e. Use vocabulary from other content areas.

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

- a. Make and confirm predictions.
- b. Relate previous experiences to the main idea.
- c. Ask and answer questions about what is read.
- d. Locate information to answer questions.
- e. Describe characters, setting, and important events in fiction and poetry.
- f. Identify the problem and solution.
- g. Identify the main idea.
- h. Summarize stories and events with beginning, middle, and end in the correct sequence.
- i. Draw conclusions based on the text.
- j. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

3rd Grade Standards of Learning *Extension Standards*

b. Use knowledge of roots, affixes, synonyms, and antonyms.
c. Apply meaning clues, language structure, and phonetic strategies.
d. Use context to clarify meaning of unfamiliar words.
e. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f. Use vocabulary from other content areas.
g. Use word reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate hension of fictional text and poetry.

- a. Set a purpose for reading.
- b. Make connections between previous experiences and reading selections.
- c. Make, confirm, or revise predictions.
- d. Compare and contrast settings, characters, and events.
- e. Identify the author's purpose.
- f. Ask and answer questions about what is read.
- g. Draw conclusions about text.
- h. Identify the problem and solution.
- i. Identify the main idea.
- j. Identify supporting details.
- k. Use reading strategies to monitor comprehension throughout the reading process.
- l. Differentiate between fiction and nonfiction.
- m. Read with fluency and accuracy.



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<p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Preview the selection. b. Use prior and background knowledge as context for new learning. c. Set a purpose for reading. d. Identify text features such as pictures, headings, charts, and captions. e. Make and confirm predictions. f. Ask and answer who, what, where, when, why, and how questions about what is read. g. Identify the main idea. h. Read and reread familiar passages with fluency, accuracy, and meaningful expression. <p>1.11 The student will use simple reference materials.</p> <ul style="list-style-type: none"> a. Use knowledge of alphabetical order by first letter. b. Use a picture dictionary to find meanings of unfamiliar words. 	<p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Preview the selection using text features. b. Make and confirm predictions about the main idea. c. Use prior and background knowledge as context for new learning. d. Set purpose for reading. e. Ask and answer questions about what is read. f. Locate information to answer questions. g. Identify the main idea. h. Read and reread familiar passages with fluency, accuracy, and meaningful expression. <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> a. Use table of contents. b. Use pictures, captions, and charts. c. Use dictionaries, glossaries, and indices. d. Use online resources. 	<p>3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify the author's purpose. b. Use prior and background knowledge as context for new learning. c. Preview and use text features. d. Ask and answer questions about what is read. e. Draw conclusions based on text. f. Summarize major points found in nonfiction texts. g. Identify the main idea. h. Identify supporting details. i. Compare and contrast the characteristics of biographies and autobiographies. j. Use reading strategies to monitor comprehension throughout the reading process. k. Identify new information gained from reading. l. Read with fluency and accuracy. <p>3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <ul style="list-style-type: none"> a. Use encyclopedias and other reference books, including online reference materials. b. Use table of contents, indices, and charts.
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<p>WRITING</p> <p>1.12 The student will print legibly. a. Form letters accurately. b. Space words within sentences. c. Use the alphabetic code to write unknown words phonetically.</p> <p>1.13 The student will write to communicate ideas for a variety of purposes. a. Generate ideas. b. Focus on one topic. c. Revise by adding descriptive words when writing about people, places, things, and events. d. Use complete sentences in final copies. e. Begin each sentence with a capital letter and use ending punctuation in final copies. f. Use correct spelling for commonly used sight words and phonetically regular words in final copies. g. Share writing with others.</p>	<p>WRITING</p> <p>2.11 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>2.12 The student will write stories, letters, and simple explanations. a. Generate ideas before writing. b. Organize writing to include a beginning, middle, and end for narrative and expository writing. c. Expand writing to include descriptive detail. d. Revise writing for clarity.</p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a. Recognize and use complete sentences. b. Use and punctuate declarative, interrogative, and exclamatory sentences. c. Capitalize all proper nouns and the word I. d. Use singular and plural nouns and pronouns. e. Use apostrophes in contractions and</p>	<p>WRITING</p> <p>3.8 The student will write legibly in cursive.</p> <p>3.9 The student will write for a variety of purposes. a. Identify the intended audience. b. Use a variety of prewriting strategies. c. Write a clear topic sentence focusing on the main idea. d. Write a paragraph on the same topic. e. Use strategies for organization of information and elaboration according to the type of writing. f. Include details that elaborate the main idea. g. Revise writing for clarity of content using specific vocabulary and information.</p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a. Use complete sentences. b. Use transition words to vary sentence structure. c. Use the word / in compound subjects. d. Use past and present verb tense. e. Use singular possessives. f. Use commas in a simple series.</p>
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<p>1.14 The student will use available technology for reading and writing.</p>	<p>possessives. f. Use contractions and singular possessives. g. Use knowledge of simple abbreviations. h. Use correct spelling for commonly used sight words, including compound words and regular plurals. i. Use commas in the salutation and closing of a letter. j. Use verbs and adjectives correctly in sentences.</p> <p>2.14 The student will use available technology for reading and writing.</p>	<p>g. Use simple abbreviations. h. Use apostrophes in contractions with pronouns and in possessives. i. Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. j. Use correct spelling for frequently used sight words, including irregular plurals.</p> <p>3.11 The student will write a short report. a. Construct questions about the topic. b. Identify appropriate resources. c. Collect and organize information about the topic into a short report. d. Understand the difference between plagiarism and using own words.</p> <p>3.12 The student will use available technology for reading and writing.</p>
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General Instructional Resources and Expectations for Teaching Reading in Second Grade

Oral Language

At the second-grade level, students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

Reading

At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

Writing

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

Excerpts taken from the 2010 VDOE Curriculum Framework



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General Literacy Resources

*Reading A-Z (RAZ) resources will require your BCPS login information

*CBM is a free site that will require you to create a free account

Instructional Tools/Resources

- [Phonics](#) (RAZ)
- [High Frequency Words](#) (RAZ)
- [Shared Reading](#) (RAZ)
- [Fluency Passages](#) (RAZ)
- [Reader's Theater Scripts](#) (RAZ)
- [Literacy Apps](#)
- [2-3 Student Center Activities](#) (FCRR)
- [PALS Literacy Activities](#)
- [Comprehension Skill Packs](#) (RAZ)
- [Early Literacy Instructional Strategy Videos](#)
- [Dolch Word Kit](#)
- [Cognitive Rigor Matrix](#)

VDOE/Local Resources

- [Curriculum Framework](#)
- [Enhanced Scope and Sequence](#)
- [English Instructional Resources](#)
- [Early Literacy Strategies](#)
- [Vocabulary Resources](#)
- [Writing Resources](#)
- Standards Based Rubrics:
 - [K](#), [1](#), [2](#), [3](#), [4](#), [5](#)
- Reading Interventions Chart (coming soon!)
- [Unpacking the Standards](#)

Assessments and Progress Monitoring

- [Phonics Assessments](#) (RAZ)
- [Informal Decoding Inventory](#)
- [High Frequency Words Assessments](#) (RAZ)
- [Dolch Word Kit](#)
- [Administering Running Records](#) (RAZ)
- [Retelling Rubric](#) (RAZ)
- [Fluency Reading Assessments](#) (CBM)
- [Words Correct per Minute](#)
- [The Abecedarian Assessment](#)
- [PALS Quick Checks](#)
- [Yopp-Singer Test of Phoneme Segmentation](#)
- [Informal Word Analysis Inventory](#)
- [Easy CBM Assessment Site](#) (CBM)
 - Phonemic Segmentation
 - Letter Names
 - Letter Sounds
 - Word Reading Fluency
 - High Frequency Sight Words
 - Comprehension
- [Informal Reading Assessments](#)
 - Phonological Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- [Sample Writing Rubric](#)

Best Practices/Training for Reading

- [Reading 101: The Basics of Teaching Reading](#)
- [Effective Reading Instruction](#)
- [Phonics and Decoding](#)
- [Development of Phonological Skills](#)
- [Spelling and Word Study](#)
- [Word Study instruction in K-2 Classrooms](#)
- [Screening and Diagnosis Module](#)
- [Differentiating in Phonemic Awareness and Word Recognition](#)
- [Informational Text Structure Module](#)
- [Teaching K-3 Comprehension Strategies](#)
- [Engaging K-3 Students with Text](#)
- [Teaching Text Structure to Support K-3 Comprehension](#)
- VDOE Webinars:
 - [Reading Instruction and Targeted Interventions](#)
 - [Assessing Reading at Mid-Year](#)
 - [Spelling/Reading Correlations from PALS](#)



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<p>Reading: Word Knowledge</p> <p>SOLs 2.4, 2.5, 2.6, and 2.7</p> <p>*Word Study Expectations</p> <p>*Spelling/Reading Correlations</p> <p>Word study expectations should be developmentally appropriate, and students should be instructed and assessed at their word study level. However, all students, regardless of word study level, should be exposed to the grade level expectations (which are listed to the right).</p>	<p>2.4 TSW will orally identify, produce, and manipulate various units of speech sounds w/in words</p> <ul style="list-style-type: none"> 2.4a Count Phonemes (1 syllable) 2.4b Blend Sounds to make 1 syllable Words 2.4c Segment 1 Syllable Words into Individual Phonemes 2.4d Isolate/Manipulate Phonemes 2.4e Blend/Segment Multisyllabic Words <p>2.5 TSW will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> 2.5a Use Consonants, Blends, and Digraphs to Decode/Spell Words 2.5b Use Short, Long, and R-Controlled Vowel Patterns to Decode and Spell Words 2.5c Decode Multisyllabic Words (including prefixes and suffixes) 	<p>2.4 TSW will orally identify, produce, and manipulate various units of speech sounds w/in words</p> <ul style="list-style-type: none"> 2.4a Count Phonemes (1 syllable) 2.4b Blend Sounds to make 1 syllable Words 2.4c Segment 1 Syllable Words into Individual Phonemes 2.4d Isolate/Manipulate Phonemes 2.4e Blend/Segment Multisyllabic Words <p>2.5 TSW will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> 2.5a Use Consonants, Blends, and Digraphs to Decode/Spell Words 2.5b Use Short, Long, and R-Controlled Vowel Patterns to Decode and Spell Words 2.5c Decode Multisyllabic Words (including prefixes and suffixes) 	<p>2.4 TSW will orally identify, produce, and manipulate various units of speech sounds w/in words</p> <ul style="list-style-type: none"> 2.4a Count Phonemes (1 syllable) 2.4b Blend Sounds to make 1 syllable Words 2.4c Segment 1 Syllable Words into Individual Phonemes 2.4d Isolate/Manipulate Phonemes 2.4e Blend/Segment Multisyllabic Words <p>2.5 TSW will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> 2.5a Use Consonants, Blends, and Digraphs to Decode/Spell Words 2.5b Use Short, Long, and R-Controlled Vowel Patterns to Decode and Spell Words 2.5c Decode Multisyllabic Words (including prefixes and suffixes) 	<p>2.4 TSW will orally identify, produce, and manipulate various units of speech sounds w/in words</p> <ul style="list-style-type: none"> 2.4a Count Phonemes (1 syllable) 2.4b Blend Sounds to make 1 syllable Words 2.4c Segment 1 Syllable Words into Individual Phonemes 2.4d Isolate/Manipulate Phonemes 2.4e Blend/Segment Multisyllabic Words <p>2.5 TSW will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> 2.5a Use Consonants, Blends, and Digraphs to Decode/Spell Words 2.5b Use Short, Long, and R-Controlled Vowel Patterns to Decode and Spell Words 2.5c Decode Multisyllabic Words (including prefixes and suffixes)



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<p>Vocabulary Students will expand listening, reading, and speaking vocabularies across the content areas.</p>	<p>2.2 TSW will expand understanding and use of word meanings</p> <ul style="list-style-type: none"> 2.2a Increase Listening/Speaking Vocabularies 2.2b Expand Known Vocabulary 2.2c Clarify/Explain Words/Ideas <p>2.6 TSW will use semantic clues and syntax to expand vocab when reading</p> <ul style="list-style-type: none"> 2.6 a Use info in the story to read words 2.6b Use knowledge of sentence structure 2.6c Use knowledge of story structure and sequence 2.6d Reread and self-correct <p>2.7 TSW will expand vocabulary when reading</p> <ul style="list-style-type: none"> 2.7a Homophones 	<p>2.2 TSW will expand understanding and use of word meanings</p> <ul style="list-style-type: none"> 2.2a Increase Listening/Speaking Vocabularies 2.2b Expand Known Vocabulary 2.2c Clarify/Explain Words/Ideas <p>2.6 TSW will use semantic clues and syntax to expand vocab when reading</p> <ul style="list-style-type: none"> 2.6 a Use info in the story to read words 2.6b Use knowledge of sentence structure 2.6c Use knowledge of story structure and sequence 2.6d Reread and self-correct <p>2.7 TSW will expand vocabulary when reading</p> <ul style="list-style-type: none"> 2.7b Identify/Recognize prefixes and suffixes (un, re, dis, mis, ly, y, ed, ing, er, est, ful, less, able) 2.7c Use Antonyms/Synonyms 2.7c Identify/Use Synonyms and Antonyms (add lesson) 2.2e/2.7e Use Specific Content Area Vocabulary 	<p>2.2 TSW will expand understanding and use of word meanings</p> <ul style="list-style-type: none"> 2.2a Increase Listening/Speaking Vocabularies 2.2b Expand Known Vocabulary 2.2c Clarify/Explain Words/Ideas <p>2.6 TSW will use semantic clues and syntax to expand vocab when reading</p> <ul style="list-style-type: none"> 2.6 a Use info in the story to read words 2.6b Use knowledge of sentence structure 2.6c Use knowledge of story structure and sequence 2.6d Reread and self-correct <p>2.7 TSW will expand vocabulary when reading</p> <ul style="list-style-type: none"> 2.7b Identify/Recognize prefixes and suffixes (un, re, dis, mis, ly, y, ed, ing, er, est, ful, less, able) 2.7c Use Antonyms/Synonyms 2.7c Identify/Use Synonyms and Antonyms (add lesson) 2.2e/2.7e Use Specific Content Area Vocabulary 	<p>2.2 TSW will expand understanding and use of word meanings</p> <ul style="list-style-type: none"> 2.2a Increase Listening/Speaking Vocabularies 2.2b Expand Known Vocabulary 2.2c Clarify/Explain Words/Ideas <p>2.6 TSW will use semantic clues and syntax to expand vocab when reading</p> <ul style="list-style-type: none"> 2.6 a Use info in the story to read words 2.6b Use knowledge of sentence structure 2.6c Use knowledge of story structure and sequence 2.6d Reread and self-correct <p>2.7 TSW will expand vocabulary when reading</p> <ul style="list-style-type: none"> 2.7b Identify/Recognize prefixes and suffixes (un, re, dis, mis, ly, y, ed, ing, er, est, ful, less, able) 2.7c Use Antonyms/Synonyms 2.7c Identify/Use Synonyms and Antonyms (add lesson) 2.2e/2.7e Use Specific Content Area Vocabulary



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<p>SOLs 2.8, 2.9, 2.10</p> <p>Reading:</p> <p>Comprehension</p> <p>NEW Reading Skills Progression Chart</p> <p>Spelling/Reading Correlations</p> <p>General Lessons:</p> <p>*Comprehension of Fictional Texts (1)</p> <p>*Comprehension of Fictional Texts (2)</p> <p>*Retelling Dramatic Texts</p> <p>*Comprehension of Non-Fiction Texts</p> <p>Poetry Performance Assessment:</p> <p>The Wind</p> <p>NEW</p>	<p><i>The expectation in second grade is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first nine weeks should be taught and/or maintained throughout the year.</i></p> <p>Fiction/Poetry:</p> <p>2.8 TSW will read/demonstrate comprehension of fictional texts</p> <ul style="list-style-type: none"> 2.8a Make/Confirm Predictions 2.8b Schema/Background Knowledge 2.8c Questioning 2.8d Locate Information in Text 2.8e Describe Story Elements 2.8f Problem and Solution 2.8h Summarize/Sequence Beginning, Middle, and End 2.8i Draw Conclusions 2.8j Familiar Text Reading (for fluency, accuracy, expression) <p>2.6d Reread and Self-Correct</p>	<p>Fiction/Poetry</p> <p>2.8 TSW will read/ demonstrate comprehension of fictional texts</p> <ul style="list-style-type: none"> 2.8g Main Idea <p>—————→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p>	<p>Fiction/Poetry:</p> <p>2.8 TSW will read/ demonstrate comprehension of fictional texts</p> <p>—————→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p>	<p>Fiction/Poetry:</p> <p>2.8 TSW will read/ demonstrate comprehension of fictional texts</p> <p>—————→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p>



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NEW

NEW

Content	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> Animal Teeth Environmental Insects From Seed to Plant What Is In Soil Assessment 1 Assessment 2 <p>Research Skills Progression Chart</p> <p>General Lessons:</p> <ul style="list-style-type: none"> *Using Simple Reference Materials *Comprehension of Reference Materials 	<p>Nonfiction:</p> <p>2.9 TSW will read/ demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 2.9a Preview/Text Features 2.9 b Make/Confirm Predictions 2.9c Schema/Background Knowledge 2.9d Set Purpose 2.9e Questioning 2.9f Locate Information in Text 2.9h Familiar Text Reading (for fluency, accuracy, expression) <p>Reference Materials:</p> <p>2.10 TSW demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> 2.10a Use Table of Contents 2.10b Use Pictures 2.10c Dictionary Skills 2.10 d Use online resources 	<p>Nonfiction:</p> <p>2.9 TSW will read/ demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 2.9g Main Idea <p>→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p> <p>Reference Materials:</p> <p>2.10 TSW demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> 2.10b Use Captions and Charts 	<p>Nonfiction:</p> <p>2.9 TSW will read/ demonstrate comprehension of nonfiction texts.</p> <p>→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p> <p>Reference Materials:</p> <p>2.10 TSW demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> 2.10b Use Pictures, Captions and Charts 	<p>Nonfiction:</p> <p>2.9 TSW will read/ demonstrate comprehension of nonfiction texts.</p> <p>→</p> <p><i>Continue to build/maintain comprehension skills through whole and small group reading instruction.</i></p> <p>Reference Materials:</p> <p>2.10 TSW demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> 2.10c Glossary and Index Skills



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<p>Oral Language and Writing</p> <p>Writing Skills Progression Chart</p> <p>SOL 2.1, 2.3 Oral language and the ability to construct oral narratives are the foundation of written narratives. It is therefore essential that the instruction for the oral language and writing standards be integrated.</p> <p>SOL 2.11 should be taught all year: The students will maintain legible print while writing for a variety of purposes.</p> <p>General Lessons: *Write to a Topic *Summarizing Story Events</p>	<p>Oral Language: 2.1 TSW demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> • 2.1b Dramatize Familiar Stories • 2.1e Self-Correct Oral Language Errors <p>2.3 TSW use oral communication skills.</p> <ul style="list-style-type: none"> • 2.3b Share Stories/ Information with an Audience • 2.3c Participate in a Group • 2.3d Summarize and Retell Information from Others • 2.3e-f Follow/Give 3&4 Step Directions <p>Writing: 2.12 TSW write stories</p> <ul style="list-style-type: none"> • 2.12a Generate Ideas before writing • 2.12d Revise Sentences for Clarity and Peer Editing 	<p>Oral Language: 2.1 TSW demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> • 2.1c Use Correct Verb Tenses • 2.1d Use Complex Sentence Structure when Speaking <p>2.3 TSW use oral communication skills.</p> <ul style="list-style-type: none"> • 2.3a Use Oral Language to Inform, Persuade, Entertain, Clarify, Respond <p>Writing: 2.12 TSW write letters and simple explanations.</p> <ul style="list-style-type: none"> • 2.12b Organize for Beginning, Middle, and End (Narrative and Expository) • 2.12c Expand Descriptive Details • 2.12d Revise for Clarification <p>2.14 Use Technology for Writing</p>	<p>Oral Language: 2.1 TSW demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> • 2.1a Create Oral Stories <p>Writing: 2.12 TSW write stories, letters and simple explanations. (a-d)</p> <p>2.11 Transition to Cursive</p> <p>2.14 Use Technology for Writing</p>	<p>Oral Language: 2.1 TSW demonstrate an understanding of oral language structure.</p> <p>Writing: 2.12 TSW write stories, letters and simple explanations. (a-d)</p> <p>2.11 Transition to Cursive</p> <p>2.14 Use Technology for Writing</p>



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<p>Grammar</p> <p>Grammar Skills Progression Chart</p> <p>Grammar skills may be taught according to writing focus and needs of class and individual. It is important to be sure that the skills listed are mastered by the end of the grade level and are incorporated into daily writing activities.</p>	<p>2.13 TSW edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> 2.13a Recognize/Use Complete Sentences 2.13j Verbs/Adjectives in Sentences 2.13b Use/Punctuate Declarative, Interrogative, Exclamatory Sentences 2.13c Capitalize Proper Nouns and the word / 2.13h Use correct spelling for commonly used sight words 2.13d Use Singular/Plural Nouns and Pronouns 2.13f Use Contractions and Possessives 2.13e Use Apostrophes in Contractions and Possessives 	<p>2.13 TSW edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> 2.13h Use correct spelling for commonly used compound words 2.13g Identify Simple Abbreviations 2.13i Use Commas in the Salutation and Closing of a Letter <p>→</p> <p><i>Continue to build/maintain writing skills previously taught and provide daily opportunities to write, including cross-curricular writing tasks.</i></p>	<p>2.13 TSW edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> 2.13h Use correct spelling for commonly used regular plurals <p>→</p> <p><i>Continue to build/maintain writing skills previously taught and provide daily opportunities to write, including cross-curricular writing tasks.</i></p>	<p>2.13 TSW edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>→</p> <p><i>Continue to build/maintain writing skills previously taught and provide daily opportunities to write, including cross-curricular writing tasks.</i></p>



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PALS Focus PALS Site PALS Benchmarks PALS Quick Checks PALS Literacy Activities Word Study Expectations Spelling/Reading Correlations	<table border="1"> <thead> <tr> <th colspan="2">Fall Administration – Benchmark 35</th> <th colspan="2">Midyear Administration – Benchmark 56</th> <th colspan="2">Spring Administration – Benchmark 54</th> </tr> </thead> <tbody> <tr> <td>spelling</td> <td>20</td> <td>spelling</td> <td>28</td> <td>spelling</td> <td>39</td> </tr> <tr> <td>first grade list</td> <td>15</td> <td>first grade list</td> <td>16</td> <td>second grade list</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>second grade list</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td colspan="2">STRATEGIC Intervention =19-34 INTENSIVE Intervention=18 & below</td> <td colspan="2">STRATEGIC Intervention =28-55 INTENSIVE Intervention =27 & below</td> <td colspan="2">STRATEGIC Intervention =28-53 INTENSIVE Intervention =27 & below</td> </tr> </tbody> </table>				Fall Administration – Benchmark 35		Midyear Administration – Benchmark 56		Spring Administration – Benchmark 54		spelling	20	spelling	28	spelling	39	first grade list	15	first grade list	16	second grade list	15			second grade list	12			STRATEGIC Intervention =19-34 INTENSIVE Intervention=18 & below		STRATEGIC Intervention =28-55 INTENSIVE Intervention =27 & below		STRATEGIC Intervention =28-53 INTENSIVE Intervention =27 & below	
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<p>The PALS office provides Summed Score Benchmarks for the fall and spring administrations. The chart above is intended to provide teachers with a reference point for the individual assessment tasks. Each student’s assessment results should be analyzed in order to provide timely and targeted interventions in areas of need.</p>																																		