Recommended Texts/Resources*
Reading Wonders
Ready Common Core Reading
SchoolsPLP

Second Grade First Quarter

Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening

Foundational Skills

Weeks 1-2

Review of First Grade Standards

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Week 3-4 Start Smart- Wonders

Week 5- Start Core Instruction

RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.
☐ **I CAN** apply grade- level phonics and word analysis skills in decoding words.

RF.2.3a
Distinguish long and short vowels when reading regularly spelled one-syllable words.
☐ **I CAN** distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3b
Know spelling-sound correspondences for additional common vowel teams.
☐ **I CAN** Know spelling-sound correspondences for additional common vowel teams.

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
☐**I CAN** read with sufficient accuracy and fluency to support comprehension.

Reading: Literature

RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
☐ **I CAN** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
☐ With prompting and support, **I CAN** read prose and poetry of appropriate complexity for Grade 1

RL.2.1

☐ **I CAN** ask and answer such questions as ho, what, where, when, and how to demonstrate understanding of key details.

RL. 2.1a
Ask and answer questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in text.
☐ **I CAN** infer the main idea and supporting details in narrative texts.

RL.2.3
Describe how characters in a story respond to major events and challenges.
☐ **I CAN** describe how characters in a story respond to major events and challenges.

Reading: Informational Text

RI.1.5
Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
☐ **I CAN** use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
☐ Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.10
With prompting and support, read informational texts appropriately complex for Grade 1.
☐ With prompting and support, read informational**.**

RI.2.1
Ask and answer questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
☐ **I CAN** ask and answer such questions as ho, what, where, when, and how to demonstrate understanding of key details in a text.

RI.2.3
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
☐ **I CAN** describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4
Determine the meaning of words and phrases in a text relevant to a *Grade 2* topic or subject area.
☐ **I CAN** determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

☐ With guidance and support from adults, **I CAN** focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Writing

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
☐ With guidance and support from adults, **I CAN** focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
☐ With guidance and support from adults, **I CAN** use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
☐ **I CAN** participate in shared research and writing projects.

W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
☐ **I CAN** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
☐ **I CAN** write about an event or sequence of events that includes details, sequencing words, and a concluding statement in a narrative piece.

W.2.5
With guidance and support from adults or peers, focus on a topic and strengthen writing as needed by revising and editing.
☐ With help from my teacher and classmates/peers, **I CAN** make my writing more focused by revising and editing.

W.2.6

Language

L.1.1f
Use frequently occurring adjectives.
☐ **I CAN** Use frequently occurring adjectives.

L.1.1g
Use frequently occurring conjunctions (e.g., and, but, or, so, because).
☐ **I CAN** conjunctions (e.g., and, but, or, so, because).

L.1.1h
Use determiners (e.g., articles, demonstratives).
☐ **I CAN** Use determiners (e.g., articles, demonstratives).

L.1.1i
Use frequently occurring prepositions (e.g., during, beyond, toward).
☐ **I CAN** Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
☐ With guidance and support from adults, **I CAN** demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
☐ **I CAN** sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

☐ **I CAN** use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

L.2.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
☐ **I CAN** compare formal and informal uses of English.

L.2.2
Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening

SL.1.6
Produce complete sentences when appropriate to task and situation.
☐ Produce complete sentences when appropriate to task and situation.

SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
☐ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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SL.2.1
Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in smaller and larger groups.
☐ **I CAN** follow classroom rules when speaking with a partner my teacher, or a group.

☐ **I CAN** listen to comments made by my classmates and connect them to what I know.

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

☐ With help, **I CAN** work with classmates/peers to write and publish using technology.

W.2.7

Participate in shared research and writing projects.

☐ **I CAN** participate in shared research and writing

W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

☐ **I CAN** answer a questions using my experiences or gather information from other sources to write an answer to a question.

☐ **I CAN** use spelling patterns when writing words.

☐ **I CAN** use a spelling patterns when writing words.

☐ **I CAN** use a dictionary to check and correct my spelling.

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.

☐ **I CAN** use context clues to find the meaning of a word or phrase.

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Vocabulary					
Accuracy Comprehension Context Decode Syllable Expression Fluency Silent-E	Comprehension Key Details Text Sequence of Events Infer Author Illustrator	Details Key details Main Idea Historical Event Scientific Concept Technical Procedure Phrase	Ideas Organization Word Choice Descriptive Details Supporting Details Precise Words Sentence Fluency	Context Clues Singular Noun Plural Noun Simple Sentence Independent Clause Exclamation Point Period Question	Rule Discussion Respectful Listen Clarify Explain

* Year-long **I CAN** statements are italicized and in bold type.

Recommended Texts/Resources*
Reading Wonders Ready Common Core Reading SchoolsPLP

Second Grace Second Quarter

Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Grade 2 — English Language Arts — Second Quarter

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. ☐ **I CAN** decode regularly spelled two-syllable words with long vowels. ☐ **I CAN** identify words with inconsistent but common spelling-sound correspondences. ☐ **I CAN** recognize and read grade-appropriate irregularly spelled words.	**RL.2.2** Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ☐ **I CAN** retell/summarize fables and folktales from diverse cultures ☐ **I CAN** determine their central message, lesson, or moral. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the actions. ☐ **I CAN** describe the structure of the story (beginnings and endings).	**RI.2.2** Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text. ☐ **I CAN** identify the main idea of an entire text or paragraphs in the text. **RI.2.5** Know and use various text features to locate key facts or information in a text efficiently. ☐ **I CAN** identify and use text features to locate information. **RI.2.7** Explain how specific images contribute to and clarify a text. ☐ **I CAN** explain how pictures and diagraphs help me understand a text. With help from my teacher and classmates/peers,	**W.2.2** Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ☐ **I CAN** write informative or explanatory texts in which they introduce a topic, use facts and definition to develop points, and provide a concluding statement or section. **W.2.3** Write narratives in which they recount a well-elaborated event or shot sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ☐ **I CAN** write about an event or sequence of events that includes details, sequencing words, and a concluding statement in a narrative piece. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen their piece. ☐ With help from my teacher and classmates/peers, **I CAN** make my writing more focused by revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ☐ With help, **I CAN** work with classmates/peers to write and publish using technology. **W.2.7** Participate in shared research and writing projects. ☐ **I CAN** participate in shared research and writing projects.	**L.2.1** Demonstrate command of the convention of Standard English grammar and usage when writing or speaking. ☐ **I CAN** form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ☐ **I CAN** use commas in greetings and closings of letters. ☐ **I CAN** use an apostrophe to form contractions and frequently occurring possessives. **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibility from an array of strategies. ☐ **I CAN** find the individual words in a compound word to predict the meaning ☐ **I CAN** use context clues to find the meaning of a word or phrase. ☐ **I CAN** use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases (both print and digital).	**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ☐ **I CAN** retell details from text read aloud or presented through technology. **SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ☐ **I CAN** ask and answer questions to help me understand what a speaker is saying.

Vocabulary

Syllable Irregularly-Spelled Word Accuracy Fluency Comprehension	Fables Folktales Key Details Summarize Moral Theme Plot Setting Conclusion Fairytale Legend Myth Problem Solution Effect	Bold Print Captions Text features Main Idea Paragraph Subheadings Diagram Clarify Analyze	Organization Word Choice Voice Linking Words Sentence Fluency	Comma Verb Past Tense Verb Irregular Verb Greeting Closing Apostrophe Contraction Possessive Compound Word Homonym Homophone Multiple Meaning Word	Recount Key Details Topic

Recommended Texts*
Reading Wonders
Ready Common Core Reading
SchoolsPLP

Second Grade Third Quarter

Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.3d Know and apply grade- level phonics and word analysis skills in decoding words. ☐ **I CAN** decode words with common prefixes and suffixes. **RF.2.4c** Read with sufficient accuracy and fluency to support comprehension. ☐ **I CAN** use clues to help me understand what I am reading. ☐ **I CAN** reread and correct myself when I make a mistake.	**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ☐ **I CAN** describe how words and phrases add rhythm to a story, poem, or song. **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ☐ **I CAN** compare and contrast points of view of characters. **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ☐ **I CAN** share the key details of characters, setting, or plot from illustrations and words or digital texts.	**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ☐ **I CAN** identify main purpose of a text. **RI.2.8** Describe how reasons support specific points the author makes in a text. ☐ **I CAN** describe how reasons support specific points the author makes in a text.	**W.2.1** W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. ☐ I CAN write OPINION texts about a topic that includes reasons and a concluding statement. **W.2.2** Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ☐ I CAN write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ☐ I CAN write about an event or sequence of events words, and a concluding statement in a narrative piece. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ☐ With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ☐ With help, **I CAN** work with classmates/peers to write and publish technology. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science vocabulary). ☐ **I CAN** participate in share research and writing projects. **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. ☐ **I CAN** answer a question using my	**L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified. ☐ **I CAN** use descriptive words (adjectives and adverbs) and choose between them depending on what is being described**.** **L.2.1d** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ☐ **I CAN** form and use the past tense of irregular verbs (sat, hid, told). **L.2.4a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. ☐ **I CAN** use context clues to find the meaning of a word or phrase. **L.2.4b** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. ☐ **I CAN** determine the meaning of a word when a prefix is added. **L.2.5** Demonstrate understanding of word relationships in nuances in word meanings. ☐ **I CAN** use my experiences to make connections between words and their use. **L.2.5a** Demonstrate understanding of word relationships in nuances in word meanings. ☐ **I CAN** identify verbs that have similar meanings **L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ☐ **I CAN** use spelling pattern when writing words. ☐ **I CAN** use a dictionary to check and correct my spelling. **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. ☐ **I CAN** use context clues to find the meaning of a word or phrase.	**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ☐ **I CAN** speak clearly in sentences to tell a story or retell an experience using facts and details. **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ☐ **I CAN** create drawings/visual displays to illustrate stories or retell my experiences.

			experiences or gather information from other sources to write an INFORMATIVE or EXPLANATORY piece.		

Vocabulary

Syllable **Irregularly-Spelled Word** **Accuracy** **Fluency** **Comprehension**	**Fables Folktales Key Details Summarize** **Moral** **Theme** **Plot** **Setting** **Conclusion** **Fairytale** **Legend** **Myth** **Problem** **Solution** **Cause** **Effect**	**Bold Print** **Captions** **Text features** **Main Idea** **Paragraph** **Subheadings** **Diagram** **Clarify** **Analyze**	**Organization** **Word Choice** **Voice** **Linking Words** **Sentence Fluency**	**Comma** **Verb** **Past Tense Verb** **Irregular Verb** **Greeting** **Closing** **Apostrophe** **Contraction** **Possessive** **Compound Word** **Homonym** **Homophone** **Multiple** **Meaning** **Word**	**Recount** **Key Detail** **Topic**

* Year-long **I CAN** statements are italicized and in bold type.

Recommended Texts/Resources*

Reading Wonders
Ready Common Core Reading
SchoolsPLP

Second Grade. Fourth Quarter
Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.4a Read with sufficient accuracy and fluency to support comprehension. ☐ **I CAN** read on-level text with purpose and understanding. **RF.2.4b** Read with sufficient accuracy and fluency to support comprehension. ☐ **I CAN** read grade-level texts out loud with accuracy, a smooth pace, and expression.	**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ☐ **I CAN** compare and contrast two or more versions of the same story by different authors or from different cultures. **RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ☐ **I CAN** read and understand second grade text independently ☐ **I CAN** read and understand third grade text with support.	**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. ☐ **I CAN** compare and contrast the ideas of informational texts on the same topic. **RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ☐ **I CAN** independently read and understand informational texts on a second grade level. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. ☐ **I CAN** compare and contrast the ideas of informational texts on the same topic.	**W.2.1** W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. ☐ I CAN write OPINION texts about a topic that includes reasons and a concluding statement. **W.2.2** Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ☐ I CAN write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ☐ I CAN write about an event or sequence of events words, and a concluding statement in a narrative piece. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ☐ With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ☐ With help, **I CAN** work with classmates/peers to write and publish technology. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science vocabulary). ☐ **I CAN** participate in share research and writing projects. **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. ☐ **I CAN** answer a question using my experiences or gather information from	**L.2.1c** **Use reflective pronouns (e.g., myself, ourselves).** ☐ **I CAN** use reflexive pronouns (myself, ourselves). **L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). ☐ **I CAN** write simple sentences. **L.2.3a** Compare formal and informal uses of English. ☐ **I CAN** compare formal and informal uses of English. **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). ☐ **I CAN** use a known root word to help figure out the meaning of an unknown word with the same root (addition, additional). **L.2.5b** Distinguish shades of meaning among closely related verbs (*e.g., toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). ☐ **I CAN** identify verbs that have similar meanings ☐ **I CAN** identify adjectives that have similar meanings. **L.2.6** ☐ **I CAN** use words and phrases learned from reading, speaking, writing, and listening. **L.2.2a** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ☐ **I CAN** Form uppercase and lowercase letters in cursive. **L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ☐ **I CAN** use spelling patterns when writing words. **L.2.4** Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. ☐ **I CAN** use context clues to find the meaning of a word or phrase.	**SL.2.1** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups. ☐ **I CAN** follow classroom rules when speaking with a partner, my teacher, or a group. ☐ **I CAN** listen to comments made by my classmates and connect them to what I know. ☐ **I CAN** ask for help when I don't understand what others are speaking about. **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ☐ **I CAN** respond in complete sentences when I am asked for more details

			other sources to write an INFORMATIVE or EXPLANATORY piece.		

Vocabulary					
Vowel Team Decoding Long Vowel Prefix Suffix	Poem, Rhyme Rhythm Alliteration Repetition Stanza Dialogue Compare/Contrast Point of View Illustration	Main Purpose Compare Contrast Support Images Point of view	Opinion Informative Explanatory Sequence Publish using Technology Research Projects	Adjectives Adverbs Phrases Verbs Irregular Verbs	Retell Detail Discussion Fact Illustrate