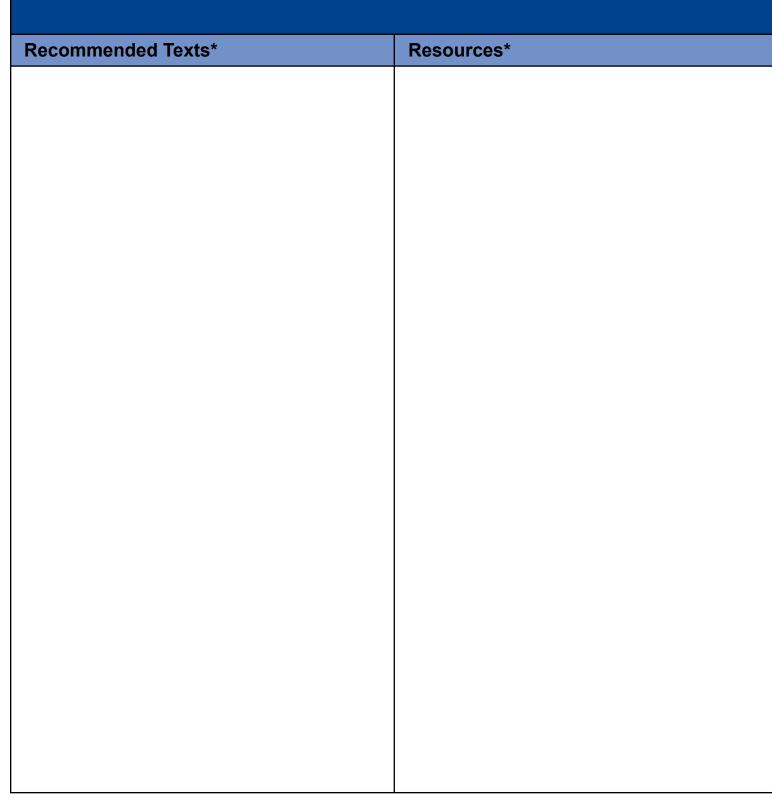
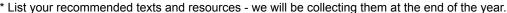
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Yvonne Caamal Canul Superintendent

Mark Coscarella, Ed. D. Associate Superintendent

Mara Lud
Director of Elementary,
Middle Years & Student
Services

# Delsa Chapman

Director of Magnet Programs & High Schools

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the teachers and administrators who helped develop and revise the pacing guides.

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Second Grade • First Quarter





# English language Arts

# **Introduction to Your English Language Arts Pacing Guide**

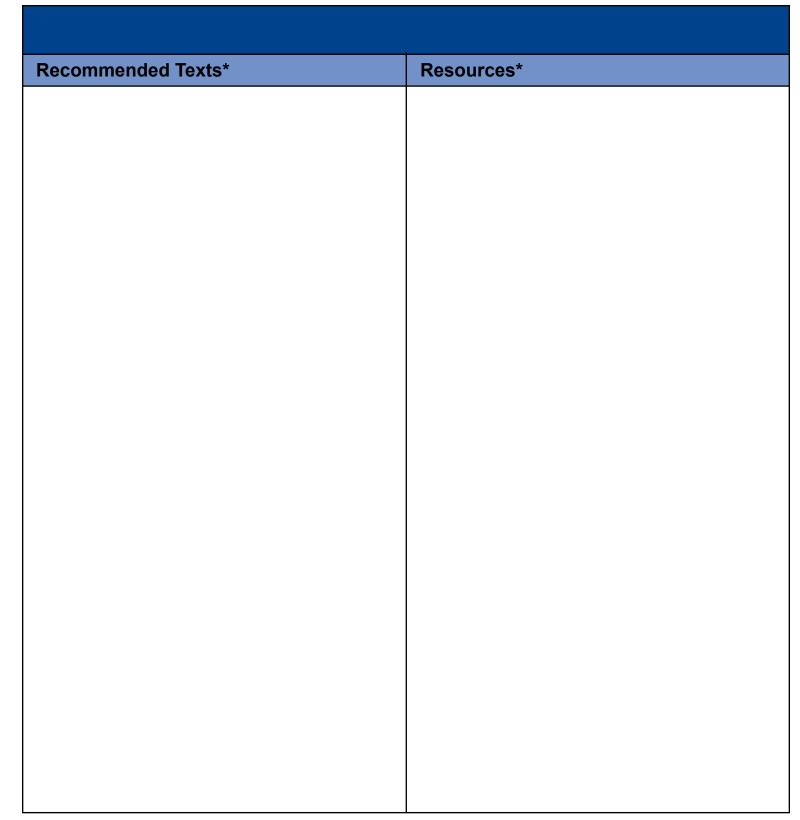
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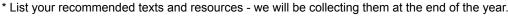
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Grade 2	de 2 English Language Arts First Quarter				
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.3    I CAN tell the difference between one-syllable words with long or short vowel sounds when reading.  RF.2.4   I CAN read grade-level texts with purpose and understanding.    I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression.    I CAN use clues to help me understand what I am reading.    I CAN reread and correct myself when I make a mistake.	RL.2.1 □ I CAN ask and answer who, what, when, where, why, and how questions about the details in the text to show I have learned.  RL.2.3 □ I CAN describe how characters in a story respond to major events and challenges.  RL.2.5 □ I CAN describe the structure of the story (beginnings and endings).  RL.2.10 □ I CAN read and understand second grade text independently.*	RI.2.1  □ I CAN ask and answer questions using who, what, where, when, why, and how after reading a nonfiction text.  RI.2.2 □ I CAN identify the main idea of an entire text or paragraphs in the text.  RI.2.6 □ I CAN identify the main purpose of a text.  RI.2.10 □ I CAN independently read and understand informational texts on a second grade level.*		L.2.1  ☐ I CAN use reflexive pronouns (myself, ourselves).  ☐ I CAN form and use the past tense of irregular verbs (sat, hid, told).  ☐ I CAN write simple sentences.  ☐ I CAN capitalize proper nouns.  L.2.4  ☐ I CAN use context clues to find the meaning of a word or phrase.  L.2.6  ☐ I CAN use words and phrases learned from reading, speaking, writing, and listening.	SL.2.1    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.  SL.2.3    I CAN ask and answer questions to help me understand what a speaker is saying.
Accuracy Comprehension Context Expression Fluency Pace Syllable  * Year-long I CAN statements are italicized and in	Comprehension Sequence of events Text	Details Key details Main idea	Edit Focus Revise Sequence of events	Context clues Past tense Phrase Pronoun	

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Second Grade • Second Quarter





# English language Arts

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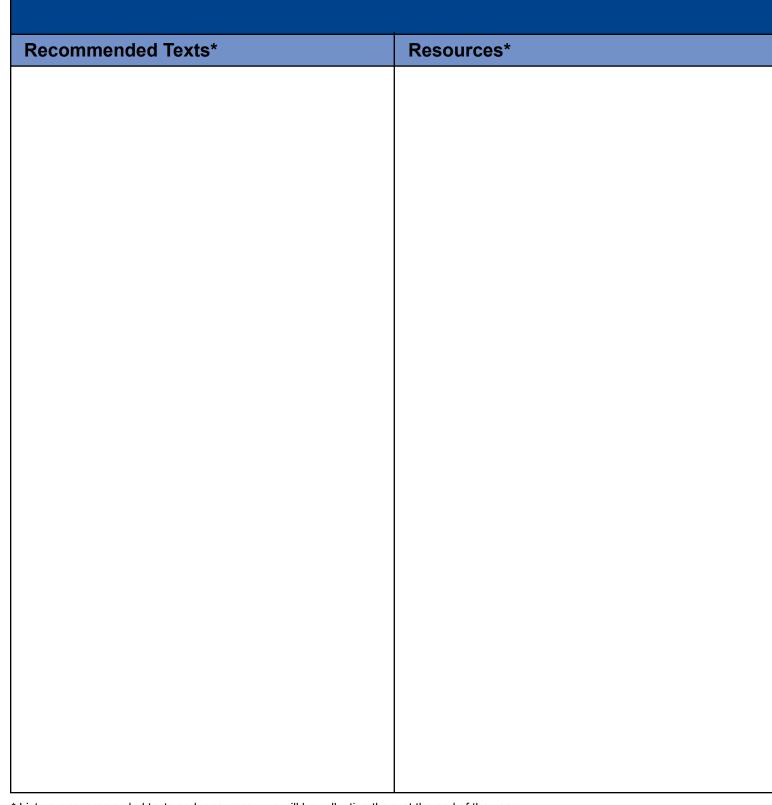
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Grade 2	English Language Arts Second Quarter				
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.3   I CAN read and spell words with common vowel patterns.   I CAN break apart and read two-syllable words with long vowel patterns.   RF. 2.4   I CAN read grade-level texts with purpose and understanding.   I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression.   I CAN use clues to help me understand what I am reading.   I CAN reread and correct myself when I make a mistake.	RL.2.2    I CAN retell/summarize fables and folktales from diverse cultures.    I CAN determine their central message, lesson, or moral.    RL.2.7    I CAN share the key details of characters, setting, or plot from illustrations and words or digital texts.    RL.2.10    I CAN read and understand second grade text independently.*    Fables Folktales   Key details   Summarize   Summarize	RI.2.5  I CAN identify and use text features to locate information.  RI.2.6  I CAN identify the author's purpose for writing the text.  RI.2.7  I CAN explain how pictures and diagrams help me understand a text.  RI.2.8  I CAN describe how reasons support specific points the author makes in a text.  RI.2.10  I CAN independently read and understand informational texts on a second grade level.*	W.2.1    I CAN write OPINION texts about a topic that includes reasons and a concluding statement.  W.2.5    With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing.  Opinion text	L.2.1    I CAN use correct words for groups (e.g. herd, flock, school, etc.)    I CAN form and use irregular plural nouns (e.g. feet, mice, teeth, etc.)    I CAN use descriptive words (adjectives and adverbs) and choose between them depending on what is being described.    I CAN use context clues to find the meaning of a word or phrase.    I CAN find the individual words in a compound word to predict the meaning.    L.2.5    I CAN use my experiences to make connections between words and their use.    L.2.6    I CAN use words and phrases learned from reading, speaking, writing, and listening.	SL.2.1    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.2.2    I CAN retell details from text read aloud or presented through technology.    SL.2.5    I CAN create drawings/visual displays to illustrate stories or retell my experiences.

<sup>\*</sup> Year-long I CAN statements are italicized and in bold type.



\* List your recommended texts and resources - we will be collecting them at the end of the year.



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Second Grade • Third Quarter





# English language Arts

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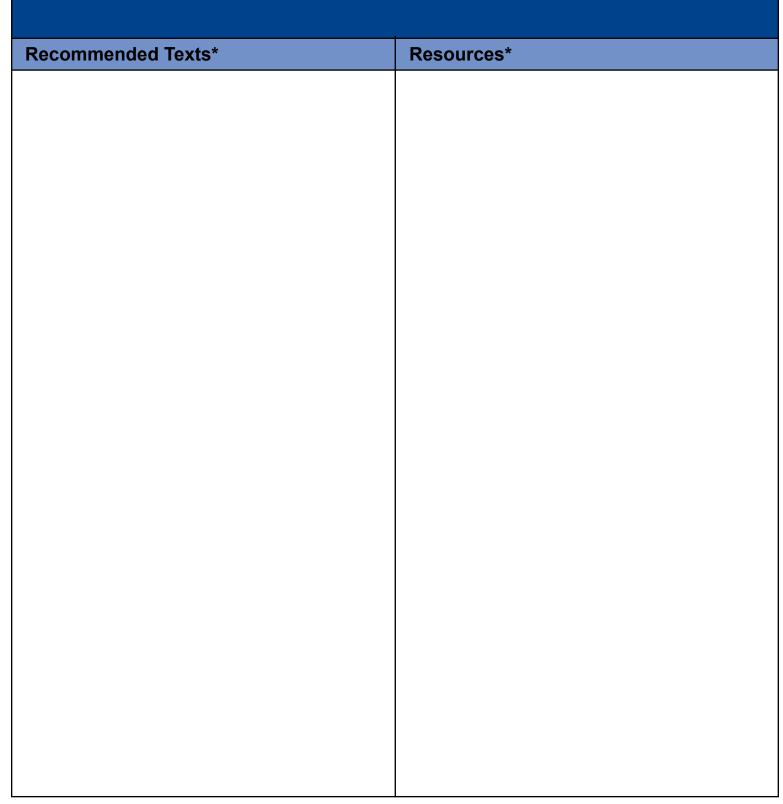
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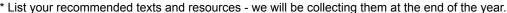
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Grade 2 English Language Arts Third Quarte					Third Quarter
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.2.3  I CAN read words with special patterns.  RF.2.4  I CAN read grade-level texts with purpose and understanding.  I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression.  I CAN use clues to help me understand what I am reading.  I CAN reread and correct myself when I make a mistake.	RL.2.6  I CAN compare and contrast points of view of characters.  RL.2.9  I CAN compare and contrast two or more versions of the same story by different authors or from different cultures.  RL.2.10  I CAN read and understand second grade text independently.*	RI.2.3  I CAN make connections between historical events, scientific concepts, or technical procedures.  RI.2.9  I CAN compare and contrast the ideas of informational texts on the same topic.  RI.2.10  I CAN independently read and understand informational texts on a second grade level.*	W.2.5  With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing.  W.2.6  With help, I CAN work with classmates/peers to write and publish using technology.  W.2.8  I CAN answer a question using my experiences or gather information from other sources to write an INFORMATIVE or EXPLANATORY piece.	L.2.4  I CAN use context clues to find the meaning of a word or phrase.  L.2.5  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.	SL.2.4    I CAN speak clearly in sentences to tell a story or retell an experience using facts and details.  SL.2.6   I CAN respond in complete sentences when I am asked for more details.
Vocabulary  Vowel Team Decoding Long Vowel Prefix Suffix	Compare/Contrast Point of View	Historical Events Procedures	Publish using Technology Research	Adjectives Phrases Verb	Complete Sentences Collaborate Comment Detail Discussion Fact

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Second Grade • Fourth Quarter





# English language Arts

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Grade 2	English Language Arts Fourth Quarter				
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
I CAN break apart and read words with common prefixes.  I CAN break apart and read words with common suffixes.  I CAN read grade-appropriate irregularly spelled words.  RF.2.4  I CAN read grade-level texts with purpose and understanding.  I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression.  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  I CAN describe how words and phrases add rhythm to a story, poem, or song.  RL.2.10  I CAN read and understand second grade text independently.*  I CAN read and understand third grade text with support.	RI.2.4  I CAN explain the meaning of words and phrases from a text.  RI.2.10  I CAN independently read and understand informational texts on a second grade level.*  With help, I CAN read and understand informational texts on a third grade level.	W.2.5 □ With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing.  W.2.6 □ With help, I CAN work with classmates/peers to write and publish using technology.  W.2.7 □ I CAN participate in shared research and writing projects.	L.2.2  I CAN use spelling patterns when writing words.  I CAN use a dictionary to check and correct my spelling.  L.2.3  I CAN compare formal and informal uses of English.  L.2.4  I CAN use context clues to find the meaning of a word or phrase.  I CAN determine the meaning of a word when a prefix is added.  I CAN use a known root word to help figure out the meaning of an unknown word with the same root (addition, additional).  I CAN use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases (both print and digital).  L.2.6  I CAN use words and phrases learned from reading, speaking, writing and listening.	SL.2.1  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.  SL.2.5  I CAN record myself reading stories or poems.
Vocabulary					I
Rhythm Comprehension					

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