

Recommended Texts*	Resources*

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



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Many thanks to...
the teachers and administrators
who helped develop and revise
the pacing guides.

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Second Grade • First Quarter
Pacing Guide



English Language Arts

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Grade 2English Language ArtsFirst Quarter					
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.2.3</p> <p><input type="checkbox"/> I CAN tell the difference between one-syllable words with long or short vowel sounds when reading.</p> <p>RF.2.4</p> <p><input type="checkbox"/> I CAN read grade-level texts with purpose and understanding.</p> <p><input type="checkbox"/> I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression.</p> <p><input type="checkbox"/> I CAN use clues to help me understand what I am reading.</p> <p><input type="checkbox"/> I CAN reread and correct myself when I make a mistake.</p>	<p>RL.2.1</p> <p><input type="checkbox"/> I CAN ask and answer who, what, when, where, why, and how questions about the details in the text to show I have learned.</p> <p>RL.2.3</p> <p><input type="checkbox"/> I CAN describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5</p> <p><input type="checkbox"/> I CAN describe the structure of the story (beginnings and endings).</p> <p>RL.2.10</p> <p><input type="checkbox"/> <i>I CAN read and understand second grade text independently.*</i></p>	<p>RI.2.1</p> <p><input type="checkbox"/> I CAN ask and answer questions using who, what, where, when, why, and how after reading a nonfiction text.</p> <p>RI.2.2</p> <p><input type="checkbox"/> I CAN identify the main idea of an entire text or paragraphs in the text.</p> <p>RI.2.6</p> <p><input type="checkbox"/> I CAN identify the main purpose of a text.</p> <p>RI.2.10</p> <p><input type="checkbox"/> <i>I CAN independently read and understand informational texts on a second grade level.*</i></p>	<p>W.2.3</p> <p><input type="checkbox"/> I CAN write about an event or sequence of events that includes details, sequencing words, and a concluding statement in a narrative piece.</p> <p>W.2.5</p> <p><input type="checkbox"/> With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing.</p>	<p>L.2.1</p> <p><input type="checkbox"/> I CAN use reflexive pronouns (myself, ourselves).</p> <p><input type="checkbox"/> I CAN form and use the past tense of irregular verbs (sat, hid, told).</p> <p><input type="checkbox"/> I CAN write simple sentences.</p> <p><input type="checkbox"/> I CAN capitalize proper nouns.</p> <p>L.2.4</p> <p><input type="checkbox"/> I CAN use context clues to find the meaning of a word or phrase.</p> <p>L.2.6</p> <p><input type="checkbox"/> I CAN use words and phrases learned from reading, speaking, writing, and listening.</p>	<p>SL.2.1</p> <p><input type="checkbox"/> I CAN follow classroom rules when speaking with a partner, my teacher, or a group.</p> <p><input type="checkbox"/> I CAN listen to comments made by my classmates and connect them to what I know.</p> <p>SL.2.3</p> <p><input type="checkbox"/> I CAN ask and answer questions to help me understand what a speaker is saying.</p>
Vocabulary					
Accuracy Comprehension Context Expression Fluency Pace Syllable	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
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Grade 2 English Language Arts Second Quarter					
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.2.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read and spell words with common vowel patterns. <input type="checkbox"/> I CAN break apart and read two-syllable words with long vowel patterns. <p>RF. 2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read grade-level texts with purpose and understanding. <input type="checkbox"/> I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression. <input type="checkbox"/> I CAN use clues to help me understand what I am reading. <input type="checkbox"/> I CAN reread and correct myself when I make a mistake. 	<p>RL.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN retell/summarize fables and folktales from diverse cultures. <input type="checkbox"/> I CAN determine their central message, lesson, or moral. <p>RL.2.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN share the key details of characters, setting, or plot from illustrations and words or digital texts. <p>RL.2.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I CAN read and understand second grade text independently.*</i> 	<p>RI.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify and use text features to locate information. <p>RI.2.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify the author’s purpose for writing the text. <p>RI.2.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain how pictures and diagrams help me understand a text. <p>RI.2.8</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN describe how reasons support specific points the author makes in a text. <p>RI.2.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I CAN independently read and understand informational texts on a second grade level.*</i> 	<p>W.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN write OPINION texts about a topic that includes reasons and a concluding statement. <p>W.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing. 	<p>L.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use correct words for groups (e.g. herd, flock, school, etc.) <input type="checkbox"/> I CAN form and use irregular plural nouns (e.g. feet, mice, teeth, etc.) <input type="checkbox"/> I CAN use descriptive words (adjectives and adverbs) and choose between them depending on what is being described. <p>L.2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use context clues to find the meaning of a word or phrase. <input type="checkbox"/> I CAN find the individual words in a compound word to predict the meaning. <p>L.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use my experiences to make connections between words and their use. <p>L.2.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use words and phrases learned from reading, speaking, writing, and listening. 	<p>SL.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN follow classroom rules when speaking with a partner, my teacher, or a group. <input type="checkbox"/> I CAN listen to comments made by my classmates and connect them to what I know. <input type="checkbox"/> I CAN ask for help when I don’t understand what others are speaking about. <p>SL.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN retell details from text read aloud or presented through technology. <p>SL.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN create drawings/visual displays to illustrate stories or retell my experiences.
Vocabulary					
	<p>Fables Folktales Key details Summarize</p>	<p>Author’s purpose Text features</p>	<p>Opinion text</p>	<p>Adjective Adverb Compound word Connections Plural Singular</p>	<p>Retell</p>

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

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Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RF.2.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN break apart and read words with common prefixes. <input type="checkbox"/> I CAN break apart and read words with common suffixes. <input type="checkbox"/> I CAN read grade-appropriate irregularly spelled words. <p>RF.2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read grade-level texts with purpose and understanding. <input type="checkbox"/> I CAN read grade-level texts out loud with accuracy, a smooth pace, and expression. <input type="checkbox"/> I CAN use clues to help me understand what I am reading. <input type="checkbox"/> I CAN reread and correct myself when I make a mistake. 	<p>RL.2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN describe how words and phrases add rhythm to a story, poem, or song. <p>RL.2.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I CAN read and understand second grade text independently.*</i> <input type="checkbox"/> I CAN read and understand third grade text with support. 	<p>RI.2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain the meaning of words and phrases from a text. <p>RI.2.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I CAN independently read and understand informational texts on a second grade level.*</i> <input type="checkbox"/> With help, I CAN read and understand informational texts on a third grade level. 	<p>W.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> With help from my teacher and classmates/peers, I CAN make my writing more focused by revising and editing. <p>W.2.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> With help, I CAN work with classmates/peers to write and publish using technology. <p>W.2.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN participate in shared research and writing projects. 	<p>L.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use spelling patterns when writing words. <input type="checkbox"/> I CAN use a dictionary to check and correct my spelling. <p>L.2.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare formal and informal uses of English. <p>L.2.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use context clues to find the meaning of a word or phrase. <input type="checkbox"/> I CAN determine the meaning of a word when a prefix is added. <input type="checkbox"/> I CAN use a known root word to help figure out the meaning of an unknown word with the same root (addition, additional). <input type="checkbox"/> I CAN use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases (both print and digital). <p>L.2.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use words and phrases learned from reading, speaking, writing and listening. 	<p>SL.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN follow classroom rules when speaking with a partner, my teacher, or a group. <input type="checkbox"/> I CAN listen to comments made by my classmates and connect them to what I know. <p>SL.2.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN record myself reading stories or poems.
Vocabulary					
Rhythm Comprehension					

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