

Jasper City Schools
Second Grade ELA Pacing Guide
8.10.18

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Literature</u> RL.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3-Describe how characters in a story respond to major events and challenges. 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. RL.2.5-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL 2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate</p>	<p><u>Literature</u> RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <u>Informational Text</u> RI.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe RI 2.9-Compare and contrast the most important points presented by two 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.</p>	<p><u>Literature</u> 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. <u>Informational Text</u> RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a procedure. <u>Foundational Skills</u> <u>Writing</u> 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</p>	<p><u>Literature</u> RL 2.9-Compare and contrast two or more versions of the same story by different authors or from different cultures. <u>Writing</u> <u>Speaking and Listening</u> SL.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <u>Language</u> L.2.1c-Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). L.2.3a-Compare formal and informal uses of English. L.2.2e-Consult reference materials, including beginning</p>

<p>understanding of its characters, setting, or plot. RI.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.</p> <p><u>Informational Text</u> RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.4-Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts of information in a text efficiently. RI 2.7-Explain how specific images contribute to and clarify a text. RI 2.8-Describe how reasons support specific points the author makes in a text.</p>	<p><u>Foundational Skills</u> RF.2.3c-Decode regularly spelled two-syllable words with long vowels. RF.2.3e-Identify words with inconsistent but common spelling-sound correspondences. RF.2.4a-Read on-level text with purpose and understanding. RF 2.4b-Read on-level orally with accuracy, appropriate rate, and expression on successive readings. RF 2.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u></p> <p><u>Speaking and Listening</u> SL2.1b-Build on other’s talk in conversations by linking their comments to the remark of others. SL2.1c-Ask for clarification and further explanation as needed about topics and texts under discussion. SL2.5-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, or feelings. SL2.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or</p>	<p>words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. a. Write free verse poetry to express ideas.</p> <p><u>Speaking and Listening</u></p> <p><u>Language</u> L.2.4e-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5-Demonstrate understanding of word relationships and nuances in word meanings. L.2.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>dictionaries, as needed to check and correct spellings. AL Specific-Uppercase and lowercase letters in cursive.</p>
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Foundational Skills

RF.2.3-Know and 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.

RF.2.3b-Know spelling-sound correspondences for additional common vowel teams.

RF 2.3d-Decode words with common prefixes and suffixes.

RF.2.3f-Recognize and read grade-appropriate irregularly spelled words.

RF.2.4-Read with sufficient accuracy and fluency to support comprehension.

Writing

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.

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

clarification.

Language

L.2.1b-Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.1d-Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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*).

L.2.2a-Capitalize holidays, product names, and geographic names.

L.2.2b-Use commas in greetings and closings of letters.

L.2.2c-Use an apostrophe to form contractions and frequently occurring possessives.

L L.2.2d-Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).

.2.4b-Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

L.2.4d-Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

<p>sense of closure.</p> <p>W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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.</p> <p>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 observations).</p> <p>W.2.8-Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening:</u></p> <p>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.</p> <p>SL.2.1a-Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).</p> <p>SL.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally</p>	<p>L.2.5b-Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>		
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<p>or through other media.</p> <p>SL2.3-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.</p> <p><u>Language</u></p> <p>L.2.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.2.1a-Use collective nouns.</p> <p>L.2.1e-Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.4-Determine or clarify the meaning of unknown and multiple meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies.</p> <p>L.2.4a-Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4c-Use a known root word as a</p>			
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<p>clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.5a-Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>			
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Power Standards*

Literature:

RL.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3-Describe how characters in a story respond to major events and challenges.

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.

RL.2.5-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

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.

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.

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.

Informational Text:

RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a procedure.

RI.2.4-Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts of information in a text efficiently.

RI.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe

RI.2.7-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify the text.

RI.2.8-Describe how reasons support specific points the author makes in a text.

RI.2.9-Compare and contrast the most important points presented by two 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.

Foundational Skills:

RF.2.3-Know and 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.

RF.2.3b-Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c-Decode regularly spelled two-syllable words with long vowels.

RF.2.3d-Decode words with common prefixes and suffixes.

RF.2.3e-Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f-Recognize and read grade-appropriate irregularly spelled words.

RF.2.4-Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a-Read on-level text with purpose and understanding.

RF.2.4b-Read on-level orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8-Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

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.

SL.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentence

Language:

L.2.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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.

L.2.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.