

Common Core Standards Pacing Guide
Second Grade English/Language Arts 1st Nine Weeks

Common Core State Standards for ELA (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment/Date
<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL)</p>	<p>I can ask and answer: who, what, when, where, how and why questions to show that I understand important parts of a text.</p> <ul style="list-style-type: none"> • Who are the main characters and what did they do? • Where and when did the story take place? • Why/How did the characters do _____(feelings, actions, motivation) • Why/How is the setting important? <p>Predict the outcome for the story based on pictures and texts.</p>	<p>www.readworks.org www.learner.org www.readinga-z.org</p> <p>*See attached unit list for reading materials.</p> <p>Blooms: Knowledge</p>	<p>Who, what, when, where, why, and how, understand important.</p>	
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.(RL)</p>	<ul style="list-style-type: none"> • I can identify Genres, folktales, fantasy, legends, myth, realistic fiction, children’s adventure stories • I can retell stories including fables and folktales from different places. • I can identify the central message or moral the story is teaching. • I can explain the message or moral the story is teaching me. 	<p>www.learner.org</p> <p>Blooms: Comprehension</p>	<p>Who, what, where, why, and how. Moral, Folktale, Fable, Genre</p>	

<p>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)</p>	<ul style="list-style-type: none"> • I can locate phrases • I can identify the rhythm of a story, poem or song • I can identify the rhymes in a story, poem or a song.(clapping) • I can use a rhythm to read a story, poem, or song.(beats, alliteration, rhymes, repeated lines) • I can describe how notes, words, and phrases give meaning in a story, poem, and song. 	<p>www.gigglepoetry.com www.fictionteachers.com www.poetryteachers.com www.readwritethink.org www.readworks.org</p> <p>Blooms: Comprehension</p>	<p>Rhythm, alliteration, rhyme, repeated lines, describe, phrases.</p>	
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes (RL)</p>	<p>Retell a story</p> <ul style="list-style-type: none"> • I can identify the beginning, middle and end of a story. • I can arrange the text in sequential order and explain the order. • I can describe how the beginning introduces the story. • I can identify the action that concludes the story. • I can tell in my own words a summary of the story including beginning, middle and end. • I can identify different points of view of each character. 	<p>www.readworks.org www.freeclubweb.com www.beasequencedetective.com www.readinga-z.com www.readworks.org</p> <p>Blooms: Comprehension</p>	<p>Overall, structure, describing, beginning, introduces, concludes, action.</p>	
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.(RL)</p>	<ul style="list-style-type: none"> • I can describe in my own words how two versions of the same story are alike and or different.(considering the entire story, not just characters) 	<p>www.readworks.org www.readinga-z.com</p> <p>Blooms: Analysis</p>	<p>Compare, contrast, versions, different, authors, cultures.</p>	

<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI)</p>	<ul style="list-style-type: none"> • I can increase in difficulty of text throughout each nine weeks. • I can ask questions about who, what and where to show how I understand key points. • I can ask questions about when, why and how to show I understand key points. • I can answer questions about who, what, and where, to show I understand key points. • I can answer questions about when, why and how to show I understand key points. 	<p>www.readworks.org www.readinga-z.com</p> <p>Blooms: Application</p>	<p>Demonstrate, details.</p>	
<p>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.(RI)</p>	<ul style="list-style-type: none"> • I can find the main idea in a single paragraph text. • I can find details in single Paragraph text • I can find the main idea of each paragraph in a multi-paragraph text. • I can find details in each paragraph in a multi-paragraph text. • I can identify the main topic of the entire text. 	<p>www.readingworks.org www.readinga-z.com</p> <p>Blooms: Comprehension</p>	<p>Identify, multiparagraph specific</p>	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area(RI)</p>	<ul style="list-style-type: none"> • I can use phrases (context clues to figure out words that I do not know or understand) • I can explain what words/phrases in a text mean(context clues) 	<p>www.readinga-z.com</p> <p>Blooms: Comprehension</p>	<p>Determine, meaning, phrases, text, relevant, topic, subject area.</p>	

<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.(RI)</p>	<ul style="list-style-type: none"> • I can locate the main idea and some details. • I can tell if author is trying to entertain me, persuade me, or give me information. • I can tell the author’s purpose by looking for the main idea and details in the text(to differentiate between of types of text with emphasis on RI) 	<p>www.readingworks.com www.readinga-z.com www.gamequarium.org (interactive)</p> <p>Blooms: Comprehension</p>	<p>Identify, purpose, including, author, explain, describe.</p>	
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.(W)</p>	<ul style="list-style-type: none"> • I can identify topics and facts. • I can distinguish between informative/explanatory text. • I can write about a topic using supporting details(facts and definitions. • I can organize writing (introduce, support, conclude) 	<p>Blooms: Comprehension/Analysis</p>	<p>Informative Explanatory Organize Conclude Support</p>	
<p>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).(W)</p>	<ul style="list-style-type: none"> • I can collaborate with peers and collect record research information. • I can use a number of books, present my findings. 	<p>Blooms: Synthesis</p>	<p>Research Investigate Collaborate Peers Collect Present</p>	

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. 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)</p>	<ul style="list-style-type: none"> • I can identify nouns(singular, plural, common, proper, and possessive). • I can spell and use irregular plural nouns(feet, children, teeth, mice, fish) • I can identify past tense irregular verbs(sat, hid, told) • I can identify and adverbs • I can use an adjective and adverb correctly 	<p>www.readworks.org (c)</p> <p>www.k12reader.com</p> <p>www.childrensuniversity.monchester.ac</p> <p>www.ngfl-cymru.org.uk</p> <p>www.harcourt.com (nouns, common nouns)</p> <p>www.missmaggie.org</p> <p>www.scholastic.com/activities</p> <p>www.gamequarium.org</p> <p>www.eduplace.com</p> <p>www.ezschool.com</p> <p>See Shurley English</p> <p>Blooms: Comprehension</p>	<p>Singular noun</p> <p>Plural noun</p> <p>Common noun</p> <p>Proper noun</p> <p>Possessive noun</p> <p>Collective noun</p> <p>Irregular plural noun</p> <p>Reflexive pronoun</p> <p>Past tense irregular verb</p> <p>Irregular verb</p> <p>Adverb</p> <p>Adjective</p> <p>Simple sentence</p> <p>Compound sentence</p>	
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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy →boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.(L)</p>	<ul style="list-style-type: none"> • I can identify proper nouns(holidays, product names, and geographic names) • I can identify greetings and closings in a letter • I can use commas in greetings and closings of letters. • I can form a contraction using an apostrophe • I can form a possessive using an apostrophe • I can distinguish between a contraction and possessive • I can use spelling patterns correctly to write words(cage-badge; boy=boil) • I can generate words from learned spelling patterns • I can use reference materials(such as a dictionary-print and digital) to check and spell correctly. 	<p>www.k12reader.com www.gamequarium.org (interactive) www.ezschoool.com</p> <p>See Shurley English</p> <p>Blooms: Comprehension/Analysis</p>	<p>Demonstrate, capitalize, punctuate, commas, apostrophe, possessives, dictionaries.</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English (L)</p>	<ul style="list-style-type: none"> • I can identify formal writing • I can identify informal writing • I can compare two passages on the same topic-one written formally and one written informally • I can know when to use formal and informal English. • I can create a formal writing example • I can create an informal writing example 	<p>www.scholastic.com traits writing</p> <p>Blooms: Analysis Blooms: Comprehension/Analysis</p>	<p>Formal writing, informal writing, speaking, listening.</p>	

<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).(L)</p>	<ul style="list-style-type: none"> • I can demonstrate through descriptive writing how to use appropriate words forming exact images, and appropriate word relationships/nuances • I can apply real life situations between words and their use(Describe foods that are spicy or juicy) • I can identify and use synonyms • I can identify and use antonyms • I can identify and use homonyms 	<p>www.pbskids.org www.wartgamer.com www.bbc.cd.uk</p> <p>Blooms: Comprehension/ Application</p>	<p>Demonstrate, figurative, nuances, real-life connections, related verbs, describe,relationships, meaning, Synonyms, antonyms, homonyms.</p>	
<p>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).(L)</p>	<ul style="list-style-type: none"> • I can use descriptive vocabulary to communicate(through conversations, reading, and being read to)(When other kids are happy that makes me happy) 	<p>www.readwords.org</p> <p>Blooms: Comprehension</p>	<p>Communicate, conversation, adverbs, adjective, phrases.</p>	
<p>3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade appropriate irregularly spelled words. (RF)</p>	<ul style="list-style-type: none"> • I can read long and short vowel in one syllable words. • I can spell words with common vowel teams (diagraphs, diphthongs, r-controlled) • I can recognize and read grade appropriate irregularly spelled words. 	<p>www.readworks.org (d) www.readinga-z.com www.k12reader.com (a,b,c)</p> <p>Blooms: Comprehension</p>	<p>Long vowels, short vowels, word analysis, decoding, syllables, prefixes, suffixes, common vowels.</p>	

<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on level text with purpose and understanding.</p> <p>b. Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.(RF)</p>	<ul style="list-style-type: none"> • I can read accuracy and fluency to support comprehension and understanding. • I can read on level text orally with accuracy appropriate rate, and expression on successive readings. • I can use context to confirm or self correct word recognition and understanding, rereading as necessary. • (A second grader should read a minimum of 90 words per minute in a connected text by the end of second grade. They should also read a minimum of 200 high frequency and or irregularly spelled words in a connected text. 	<p>www.readworks.org (a, c)</p> <p>Blooms: Comprehension</p>	<p>Accuracy, fluency, appropriate rate, word recognition, level text, comprehension.</p>	
<p>1. Participate in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed upon rules for discussions.(gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>b. Build on others' talk in conversations by linking their comments to their remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and text under discussion.(SL)</p>	<ul style="list-style-type: none"> • I can agree upon rules to follow (in group work) • I can follow agreed upon rules in discussion. (gaining the floor in respectful ways, listening to others with care, speaking one at a time). • I can give feedback to the person speaking. • I can respectfully add to one's remarks. • I can ask the speaker for understanding explanations about the topic being discussed. 	<p>www.education.com www.readworks.org</p> <p>Booms: Comprehension</p>	<p>Collaborative, diverse partner, rules for discussion, topics, comments, explanation, clarification.</p>	

<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other medium. (SL)</p>	<ul style="list-style-type: none"> • I can retell details from the story • I can retell details orally • I can explain ideas from information on the computer • I can retell the main idea and details from an oral presentation 	<p>www.readingworks.org</p> <p>Blooms: Comprehension</p>	<p>Recount, describe key ideas, main idea, oral presentation.</p>	
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding a topic or issue. (SL)</p>	<ul style="list-style-type: none"> • I can ask questions together information about a topic(for clarification-see standard) • I can ask a question about some ones presentation 	<p>www.rubrics4teachers.com oral observation</p> <p>Blooms: Comprehension</p>	<p>Clarification, question, presentation, information, comprehension.</p>	
<p>4. Tell a story or recount an experience with an appropriate facts and relevant , descriptive details, speaking audibly in coherent sentences.(SL)</p>	<ul style="list-style-type: none"> • I can identify relevant descriptive details in a story • I can tell a story with relevant descriptive details. • I can tell a story using descriptive details about an experience I had using complete sentences. • I can present information clearly and precisely 	<p>www.sites4teachers.com</p> <p>Blooms: Comprehension</p>	<p>Recount, relevant, descriptive, complete sentence, coherent, speak audibly, precise, information.</p>	
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. (SL)</p>	<ul style="list-style-type: none"> • I can speak in a complete sentence. • I can speak in a complete sentence using details • I can answer questions in complete sentences • I can speak in complete sentence to provide detail and clarification. 	<p>www.rubrics4teachers.com oral observation</p> <p>Blooms: Comprehension</p>	<p>Appropriate, situation, task, clarification, details.</p>	