

2<sup>nd</sup> Grade Common Core Standards Pacing Guide  
2<sup>nd</sup> Nine Weeks Language Arts

| Common Core State Standards for ELA (Outcome Based)  | "I Can" Statements (Knowledge & Skills)  | Curriculum Materials & Resources/Comments   | Vocabulary, Signs, & Symbols  | Assessment |
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| 3. Describe how characters in a story respond to major events and challenges (RL)  | <ul style="list-style-type: none"> <li>• I can identify and describe major events and challenges in a story.</li> <li>• I can tell how characters react to events and challenges in a story. (positive and negative challenges)</li> <li>• I can relate the characters' reactions to an event (making a personal connection between student and character)</li> </ul>                                | <p><a href="http://www.readworks.org">www.readworks.org</a><br/><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p>(See attached unit list for reading material)</p> <p><b>Blooms: Comprehension</b></p> | Describe, characters, respond major, events, challenges.                          |            |
| 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) | <ul style="list-style-type: none"> <li>• I can use pictures and words to identify the characters in the text.</li> <li>• I can use pictures and words to understand where the story takes place.</li> <li>• I can use pictures and words to predict what the story is about.</li> <li>• I can use words and pictures in a story to show an understanding of characters, setting, or plot.</li> </ul> | <p><a href="http://www.readworks.org">www.readworks.org</a><br/><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Application</b></p>  | Information, illustrations, print, digital, demonstrate, characters, setting plot |            |

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| <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"> <li>• I can ask the questions about who, what, and where to show I understand key points.</li> <li>• I can ask the questions about when, why, and how to show I understand key points.</li> <li>• I can answer the questions about who, what, and where to show I understand key points.</li> <li>• I can answer questions about when, why and how to show I understand key points.</li> </ul> | <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><b>Blooms: Knowledge</b></p>  | <p>Who, what, when, where, why, and how, understand important.</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"> <li>• I can use phrases (context clues) to figure out words I do not know or understand.</li> <li>• I can explain what words/phrases in a text mean (context clues)</li> </ul>   | <p><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Analysis</b></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"> <li>• I can locate the main idea and some details.</li> <li>• I can tell if the author is trying to entertain me, persuade me, or give me information.</li> <li>• I can tell the author's purpose by looking for the main idea and details in the text (to differentiate between types of text with emphasis on reading instruction.</li> </ul>  | <p><a href="http://www.reading.org">www.reading.org</a><br/><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Comprehension</b></p> | <p>Identify, purpose, including, author, explain, describe</p>          |  |

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| <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. 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"> <li>• I can read long and short vowels in one- syllable words.</li> <li>• I can spell words with common vowels teams (digraphs, diphthongs, r-controlled).</li> <li>• I can decode two syllable words with long vowels.</li> <li>• I can decode common prefixes and suffixes.</li> <li>• I can identify words with inconsistent but common spelling sound correspondences (make, cake, lake, etc)</li> <li>• I can recognize and read grade-appropriate irregularly spelled words.</li> </ul> | <p><a href="http://www.readworks.org">www.readworks.org</a> (d)</p> <p><a href="http://www.k12reader.com">www.k12reader.com</a> (a, b, c, d, e)</p> <p><a href="http://www.readinga-z.com">www.readinga-z.com</a> (a, b, c, c, e)</p> <p><b>Blooms: Analysis</b></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>c. 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"> <li>• I can read accurately and fluently to support comprehension and understanding.</li> <li>• I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• I can use context to confirm or self-correct words recognition and understanding, rereading as necessary.</li> <li>•</li> </ul>  | <p><a href="http://www.readworks.org">www.readworks.org</a> (a,c)</p> <p><a href="http://www.readinga-z.com">www.readinga-z.com</a> (a)</p> <p><b>Blooms: Comprehension</b></p>  | <p>Accuracy, fluency, appropriate rate, word recognition, level text, comprehension.</p>                 |  |

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| 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) | <ul style="list-style-type: none"> <li>• I can distinguish between informative/explanatory text.</li> <li>• I can write about a topic using supporting details (facts and definitions).</li> <li>• I can write a concluding statement or section about a topic.</li> <li>• I can organize writing (introduce, support, conclude).</li> </ul> | <a href="http://www.rubrics4teachers.com">www.rubrics4teachers.com</a><br><a href="http://www.sites4teachers.com">www.sites4teachers.com</a><br><br><b>Blooms: Comprehension/<br/>Evaluation</b> | Informative<br>Explanatory<br>Organize<br>Conclude<br>Support |  |
| 8. Recall information from experiences or gather information from provided sources to answer a question.(W)  | <ul style="list-style-type: none"> <li>• I can share information about my experiences to answer a question.</li> <li>• I can recall information from past experiences to answer a question.</li> <li>• I can locate information from sources (books, internet, encyclopedias, etc.) to answer questions.</li> </ul>                          | Teacher observation<br><br><b>Blooms: Knowledge</b>  | Experiences<br>information                                    |  |
| 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.(SL)   | <ul style="list-style-type: none"> <li>• I can retell details from the story.</li> <li>• I can retell details from the story orally.</li> <li>• I can explain ideas from information on the computer.</li> <li>• I can retell the main idea and details from an oral presentation.</li> </ul>  | <a href="http://www.readworks.org">www.readworks.org</a><br><a href="http://www.readinga-z.com">www.readinga-z.com</a><br><br><b>Blooms: Comprehension</b>                                       | Presentation, oral,<br>media                                  |  |

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| <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.(SL)</p>   | <ul style="list-style-type: none"> <li>• I can speak in a complete sentence.</li> <li>• I can speak in a complete sentence using details.</li> <li>• I can answer questions in complete sentences.</li> <li>• I can speak in complete sentences to provide detail and clarification.</li> </ul>  | <p><a href="http://www.rubrics4teachers.com">www.rubrics4teachers.com</a><br/> <a href="http://www.softschools.com">www.softschools.com</a></p> <p><b>Blooms: Application</b></p> | <p>Clarification, provide</p>   |  |
| <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(L)</p> | <ul style="list-style-type: none"> <li>• I can identify proper nouns (holidays, product names, geographic names).</li> <li>• I can identify greetings and closings in a letter.</li> <li>• I can use commas in greetings, closings of letters.</li> <li>• I can form a contraction using an apostrophe.</li> <li>• I can form a possessive using an apostrophe.</li> <li>• I can distinguish between a contraction and a possessive.</li> <li>• I can use spelling patterns correctly to write words.(e.g., cage, badge; boy, boil)</li> <li>• I can generate words from learned spelling patterns.</li> <li>• I can use reference materials (such as a dictionary, print and digital) to check and correct spelling.</li> </ul> | <p><a href="http://www.reader.com">www.reader.com</a><br/> <a href="http://www.readinga-z.com">www.readinga-z.com</a> (b, c)</p> <p><b>Blooms: Application</b></p>                | <p>Demonstrate, capitalize, punctuate, commas, apostrophe, possessives, dictionaries.</p> |  |

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| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/>a. Compare formal and informal uses of English.(L)</p>  | <ul style="list-style-type: none"> <li>• I can identify formal and informal writing.</li> <li>• I can when recognize when to use formal and informal English.</li> </ul>  | <p><a href="http://www.youtube.com">www.youtube.com</a><br/><a href="http://www.ezschool.com">www.ezschool.com</a></p> <p><b>Blooms: Comprehension/Analysis</b></p>              | <p>Formal writing, informal writing, speaking, listening.</p>   |  |
| <p>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.<br/>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br/>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).<br/>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).<br/>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).<br/>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.(L)</p> | <ul style="list-style-type: none"> <li>• I can use context clues to understand the meaning of unknown words and phrases.</li> <li>• I can identify prefixes.</li> <li>• I can add a prefix to create a new word.</li> <li>• I can determine the meaning of a new word when a prefix is added ( e.g. , happy/unhappy; tell/retell).</li> <li>• I can identify root/base words.</li> <li>• I can use root words to determine the meaning of an unknown words with the same text (e.g., addition, additional).</li> <li>• I can form a compound word.</li> <li>• I can predict the meaning of a compound word using the meaning of the individual words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</li> <li>• I can know the difference between a glossary and a dictionary (print and digital).</li> <li>• I can use a glossary and</li> </ul> | <p><a href="http://www.readworks.org">www.readworks.org</a> (a, e)<br/><a href="http://www.readinga-z.com">www.readinga-z.com</a> (b, d)</p> <p><b>Blooms: Comprehension</b></p> | <p>Clarify, multiple-meaning words, phrases, prefixes, compound words, base words, predict, glossary, dictionary.</p> |  |

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|   | beginning dictionary to understand words.   |   |   |  |
| <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"> <li>• I can demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/ nuances.</li> <li>• I can apply real-life situations between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>• I can identify and use synonyms.</li> <li>• I can identify and use antonyms.</li> <li>• I can identify and use homonyms.</li> </ul> | <p><a href="http://www.readinga-z.com">www.readinga-z.com</a> (b)</p> <p><a href="http://www.ezschool.com">www.ezschool.com</a></p> <p><b>Blooms: Application</b></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"> <li>• I can use descriptive vocabulary to communicate ( through conversations, reading, and being read to) (e.g., When other kids are happy that makes me happy.)</li> </ul>   | <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p><a href="http://www.readinga-z.com">www.readinga-z.com</a></p>                                     | <p>Communicate, conversation, adverbs, adjective, phrases.</p>  |  |