

2nd Grade Common Core Standards Pacing Guide
 3rd 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/Date
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.(RL)	<ul style="list-style-type: none"> • I can identify genres (folktale, fantasy, legends, myths, realistic fiction, children’s adventure stories). • I can retell stories including fables and folktales from different places. • I can identify the center message or moral the story is teaching. • I can explain the message or moral the story is teaching me. 	<p>www.readinga-z.com</p> <p>(See attached unit list of reading materials)</p> <p>Blooms: Comprehension</p>	Presentation, oral, media	
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)	<ul style="list-style-type: none"> • I can identify the different points of view of each character. • I can acknowledge differences in the points of view of characters. • I can speak in a different voice for each character when reading dialogue aloud. • I can show by the expression in my voice, the characters point of view in the story. 	<p>Blooms: Application</p>	Acknowledge, differences, point of view, characters, voice, dialogue	

<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 ask and answer questions about who, what , and where to show I understand key points. • I can ask and answer questions about when, why, and how to show I understand key points. 	<p>www.readingworks.com</p> <p>Blooms: Application</p>	<p>Who, what, when, where, why, and how, understand important.</p>	
<p>2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.(RI)</p>	<ul style="list-style-type: none"> • I can examine and identify various informational and selected informational text to determine cause an effect (the connection) and similarities/ differences (historical events, scientific ideas or concepts, or steps in technical procedures). 	<p>www.readwords.org www.readinga-z.com</p> <p>Blooms: Comprehension/Analysis</p>	<p>Connection, between, series, historical, events, scientific, ideas, concepts, technical, procedures</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 I do not know or understand. • I can explain what words/phrases in a text means (context clues). 	<p>www.readinga-z.com</p> <p>Blooms: Comprehension</p>	<p>Determine, meaning, phrases, text, relevant, topic, subject area</p>	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.(RI)</p>	<ul style="list-style-type: none"> • I can use images/pictures to help me understand what the text is about. • I can give examples/pictures helped me understand the text. 		<p>Specific, images, diagram, showing, machine, contribute, clarify</p>	

	<ul style="list-style-type: none"> I can tell in my own words how a picture helps me understand the text. 	<p>Blooms: Comprehension</p>		
<p>9. Compare and contrast the most important points presented by two texts on the same topic.(RI)</p>	<ul style="list-style-type: none"> I can identify/select important points from two text on the same topic. I can compare and contrast the key points in a text. 	<p>www.readingworks.org www.readinga-z.com</p> <p>Blooms: Analysis/Evaluation</p>	<p>Compare, contrast, important, points, presented, topic</p>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. B. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.(RF) f. Recognize and read</p>	<ul style="list-style-type: none"> I can spell words with common vowel teams (digraphs, diphthongs, r-controlled). I can decode two-syllable words with long vowels. I can decode common prefixes and suffixes. I can identify words with inconsistent but common spelling-sound correspondences (make, cake, lake, etc.). I can recognize and read grade appropriate irregularly spelled words. 	<p>www.readworks.org (d) www.readinga-z.com (a, b, c, d, e) www.k12reader.com</p> <p>Blooms: Comprehension/Application</p>	<p>Long vowels, short vowels, word analysis, decoding, syllables, prefixes, suffixes, common vowels.</p>	

<p>grade-appropriate irregularly spelled words.(RF)</p>				
<p>4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 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 with 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. 	<p>(A second grader should read a minimum of 90 words /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> <p>www.readworks.org (a, c) www.readinga-z.com (a)</p> <p>Blooms: Comprehension</p>	<p>Accuracy, fluency, appropriate rate, word recognition, level text, comprehension.</p>	
<p>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 words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W)</p>	<ul style="list-style-type: none"> • I can identify fact and opinion . • I can identify topic or title of a book to write about. • I can formulate an opinion. • I can generate supporting reasons for stating opinion. • I can use linking words to connect opinions and reasons. • I can create a concluding statement/section. • I can organize writing 	<p>www.readworks.org</p> <p>Blooms: Synthesis</p>	<p>Fact Opinion Linking words Generate Formulate Organize</p>	

	(introduce, support, conclude).			
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 sense of closure.(W)	<ul style="list-style-type: none"> • I can identify a personal event in which to write a personal narrative. • I can sequence and describe (actions, thoughts, feelings) the events. • I can use temporal (time order) words to signal event order (e.g., first, next, then, last). • I can organize writing (introduce, describe, conclude). 	Blooms: Comprehension	Narrative Sequence Temporal	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.(W)	<ul style="list-style-type: none"> • I can use basic computer skills to produce and publish my writing with or without a peer ---- utilizing various software. 	Blooms: Knowledge	Produce Peer Publish	
8. Recall information from experiences or gather information from provided sources to answer a question.(W)	<ul style="list-style-type: none"> • I can share information about my experiences to answer a question. • I can recall information from past experiences to answer a question. • I can locate information from sources (books, internet, encyclopedias, etc.) to answer questions. 		Experiences information	

<p>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.(SL)</p>	<ul style="list-style-type: none"> • I can ask questions to gather information about a topic (for clarification). • I can ask and answer a question about someone’s presentation. 		<p>Issue, presentation</p>	
<p>4. Tell a story or recount an experience with 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 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>Experience, precisely, descriptive, details</p>	
<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"> • I can speak and answer questions in complete sentence to provide detail and clarification. 		<p>Clarification, provide</p>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.(L)</p>	<ul style="list-style-type: none"> • I can identify formal and informal writing. • I can compare two passages on the same topic---one written formally and one written informally. • I can use formal and informal English. • I can create a formal and an informal writing example. 		<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 (e.g., describe things that are spicy or juicy). • I can identify and use synonyms, antonyms, and homonyms. 	<p>www.ezschool.com</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) (e.g., When other kids are happy that makes me happy.) 	<p>www.readworks.org</p>	<p>Phrases, describe, adjective, descriptive vocabulary.</p>	