

Common Core Standards Pacing Guide  
Second Grade English/Language Arts 4th 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>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"> <li>• I can locate phrases</li> <li>• I can identify the rhythm of a story, poem or song</li> <li>• I can identify the rhymes in a story, poem or a song.(clapping)</li> <li>• I can use a rhythm to read a story, poem, or song.(beats, alliteration, rhymes, repeated lines)</li> </ul> <p>I can describe how notes, words, and phrases give meaning in a story, poem, and song.</p>	<p><a href="http://www.readworks.org">www.readworks.org</a></p> <p>*See unit Taking Care of Ourselves .</p> <p><b>Blooms: Comprehension</b></p>	<p>Rhythm, alliteration, rhyme, repeated lines, describe, phrases</p>	
<p>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.(RL)</p>	<ul style="list-style-type: none"> <li>• I can read and comprehend literature with increasing text complexity and proficiency</li> <li>• I can read closer to the high end of the lexile score 450-790</li> <li>• I can comprehend text by responding to, talking, and thinking about what I read</li> <li>• I can comprehend text by thinking back and evaluating what I have read</li> </ul>	<p><a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Comperhension</b></p>	<p>Comprehend, literature, poetry, complexity, proficiently, scaffolding, range</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"> <li>• I can increase in difficulty of text throughout each nine weeks.</li> <li>• I can ask questions about who, what and where to show how I understand key points.</li> <li>• I can ask questions about when, why and how to show I understand key points.</li> </ul> <p>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>	<p><a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Application</b></p>	<p>Demonstrate, details</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 that I do not know or understand)</li> <li>• I can explain what words/phrases in a text mean(context clues)</li> </ul>	<p><b>Blooms: Comprehension</b></p>	<p>Determine, meaning, phrases, text, relevant, topic, subject area</p>	
<p>8. Describe how reasons support specific points the author makes in a text.(RI)</p>	<ul style="list-style-type: none"> <li>• I can create a graphic organizer to support the author's key idea</li> <li>• I can tell in my own words what the author is trying to say in the text by giving examples</li> </ul>	<p><a href="http://www.readworks.org">www.readworks.org</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Comprehension</b></p>	<p>Describe, reasons, support, specific, points, author</p>	

<p>10.By the end of the year, read and comprehend. (RI)</p>	<ul style="list-style-type: none"> <li>• I can read a text, comprehend and understand the material within the text.</li> </ul>	<p><a href="http://www.readinga-z.com">www.readinga-z.com</a></p> <p><b>Blooms: Comprehension</b></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"> <li>• I can identify fact and opinion</li> <li>• I can identify topic or title of a book to write about</li> <li>• I can formulate an opinion</li> <li>• I can generate supporting reasons for stating options</li> <li>• I can use linking words to connect opinions and reasons.</li> <li>• I can create a concluding statement/section</li> <li>• I can organize writing(introduce, support, conclude)</li> </ul>	<p><a href="http://www.ezschool.com">www.ezschool.com</a></p> <p><b>Blooms: Comprehension/ Synthesis</b></p>	<p>Fact Opinion Linking words Generate Formulate Organize</p>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(W)</p>	<p>With guidance and support;</p> <ul style="list-style-type: none"> <li>• I can revise sentences in a paragraph to better organize writing</li> <li>• I can add/delete details to clarify ideas in writing</li> <li>• I can edit sentences and paragraphs for capitalization, punctuation and spelling</li> <li>• I can recognize the characteristics of quality writing</li> <li>• I can analyze writing samples and make corrections as needed</li> </ul>	<p>See Shurley English</p> <p><b>Blooms: Evaluation</b></p>	<p>Produce Peer Publish</p>	

<p>8. Recall information from experiences or gather information from provided sources to answer a question.(W)</p>	<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 questions</li> <li>• I can locate information from sources(Books, internet, encyclopedias) to answer questions.</li> </ul>	<p><b>Blooms: Knowledge</b></p>	<p>Experiences information</p>	
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  a. 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 the topics and texts under discussion)( b. Build on others' talk in conversations by linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.(SL)</p>	<ul style="list-style-type: none"> <li>• I can agree upon rules to follow (in group work)</li> <li>• I can follow agreed upon rules in discussion. (gaining the floor in respectful ways, listening to others with care, speaking one at a time).</li> <li>• I can give feedback to the person speaking.</li> <li>• I can respectfully add to one's remarks. I can ask the speaker for understanding explanations about the topic being discussed.</li> </ul>	<p><b>Blooms: Comprehension</b></p>	<p>Agreed-upon, feedback, respectfully, explanation</p>	

<p>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, and feelings.(SL)</p>	<ul style="list-style-type: none"> <li>• I can record stories or poems in an audio format.</li> <li>• I can illustrate or create displays to express ideas, thoughts, or feelings.</li> </ul>	<p><b>Blooms: Application</b></p>	<p>Displays, audio format</p>	
<p>6. Produce complete sentences when(SL) 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> </ul> <p>I can speak in complete sentence to provide detail and clarification.</p>	<p><b>Blooms: Application</b></p>	<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"> <li>• I can identify formal writing</li> <li>• I can identify informal writing</li> <li>• I can compare two passages on the same topic-one written formally and one written informally</li> <li>• I can know when to use formal and informal English.</li> <li>• I can create a formal writing example</li> <li>• I can create an informal writing</li> </ul>	<p><b>Blooms: Comprehension</b></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"> <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(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></p> <p>See Shurley English</p> <p><a href="http://www.ezschoo.com">www.ezschoo.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)(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><b>Blooms: Comprehension</b></p>	<p>Phrases, describe, adjective, descriptive vocabulary.</p>	