

SECOND GRADE ENGLISH/LANGUAGE ARTS PACING GUIDE

FIRST NINE WEEKS

ANCHOR STANDARDS: LANGUAGE

Conventions of Standard English

CC.2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.2.L.1.a: Use collective nouns (e.g., group).

CC.2.L.1.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CC.2.L.1.d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

CC.2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.2.L.2.a: Capitalize holidays, product names, and geographic names.

CC.2.L.2.b: Use commas in greetings and closings of letters.

CC.2.L.2.c: Use an apostrophe to form contractions and frequently occurring possessives.

Knowledge of Language

CC.2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.2.L.4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CC.2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.2.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.2.R.F.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

CC.2.R.F.3.b: Know spelling-sound correspondences for additional common vowel teams.

CC.2.R.F.3.c: Decode regularly spelled two-syllable words with long vowels.

CC.2.R.F.3.d: Decode words with common prefixes and suffixes.

CC.2.R.F.3.e: Identify words with inconsistent but common spelling-sound correspondences.

CC.2.R.F.3.f: Recognize and read grade-appropriate irregularly spelled words.

READING: INFORMATIONAL TEXT

Key Ideas and Details

CC.2.R.I.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Craft and Structure

CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING: LITERATURE

Key Ideas and Details

CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.L.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.

Craft and Structure

CC.2.R.L.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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SECOND NINE WEEKS

ANCHOR STANDARDS: LANGUAGE

Vocabulary Acquisition and Use

CC.2.L.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.

CC.2.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

CC.2.L.4.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).

CC.2.L.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CC.2.L.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Conventions of Standard English

CC.2.L.1.c: Use reflexive pronouns (e.g., myself, ourselves).

CC.2.L.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.

CC.2.L.2.d: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

READING: FOUNDATIONAL SKILLS

Fluency

CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.2.R.F.4.a Read grade-level text with purpose and understanding.

CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

INFORMATIONAL TEXT

Key Ideas and Details

CC.2.R.1.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

CC.2.R.1.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Integration of Knowledge and Ideas

CC.2.R.1.8: Describe how reasons support specific points the author makes in a text.

LITERATURE

Craft and Structure

CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Integration of Knowledge and Ideas

CC.2.R.L.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

WRITING

Research to Build and Present Knowledge

CC.2.W.8: Recall information from experiences or gather information from provided sources to answer a question.

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ANCHOR STANDARDS: LANGUAGE

Conventions of Standard English

CC.2.L.1.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).

CC.2.L.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

CC.2.L.3.a: Compare formal and informal uses of English.

INFORMATIONAL TEXT

Key Ideas and Details

CC.2.R.1.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

CC.2.R.1.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Integration of Knowledge and Ideas

CC.2.R.1.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

WRITING

Text Types and Purposes

CC.2.W.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.

CC.2.W.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.

CC.2.W.3 Text Types and Purposes: 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.

Production and Distribution of Writing

CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SECOND GRADE ENGLISH/LANGUAGE ARTS PACING GUIDE FOURTH NINE WEEKS

READING: FOUNDATIONAL SKILLS **FLUENCY**

CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.

INFORMATIONAL TEXT **Integration of Knowledge and Ideas**

CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CC.2.R.I.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.

READING: LITERATURE

Range of Reading and Level of Text Complexity

CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

Production and Distribution of Writing

CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CC.2.W.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).

SECOND GRADE ENGLISH/LANGUAGE ARTS PACING GUIDE ONGOING

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

CC.2.SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CC.2.SL.1.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).

CC.2.SL.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

CC.2.SL.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

CC.2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.2.SL.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.

Presentation of Knowledge and Ideas

CC.2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.2.SL.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.

CC.2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)