Thayne Elementary School - 2nd Grade										
Pacing Guide - Literacy Standards	ading &	h Spurt lasters	acy	ading	acters	and ational	acy	ks &	lubs & <u>les</u>	acy
	Unit 1: Stamina in Reading & Sentence Writing	Unit 2: Reading Growth Spurt & Lessons from the Masters	Trimester 1 Literacy Assessment	Unit 3: Nonfiction Reading and Writing	Unit 4: Studying Characters & Writing Gripping Fictiona Stories	5: Research and ing to Informationa Text	Trimester 2 Literacy Assessment	Unit 6: Bigger Books & Opinion	Unit 7: Series Book Clubs & Poetry/Fairy Tales	Trimester 3 Literacy Assessment
	nit 1: Stan <u>Sente</u>	it 2: Read Lessons f	Trimest	it 3: Nonf	nit 4: Stuc Writing G	Unit 5: Re Responding to	Trimest	Unit 6: B	Init 7: Ser Poetry	Trimest
Informational Key Ideas and Details	최	뒤삐		최	크삐	8			ח	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		X	X	X	x	X	X	X	x	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.				Х	х	Х	Х		х	
<u>Craft and Structure</u> 1. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Х	Х	Х	Х	x	Х	Х	Х	х	
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information n a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	Х	X	x	X	Х	X	x	
Integration and Knowledge of Ideas										
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text.		Х	Х	X	x	X		Х	x x	
Compare and contrast the most important points presented by two texts on the same topic.				Х	х	Х		Х	х	
Range of Reading and Level of Text Complexity O. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text omplexity band proficiently, with scaffolding as needed at the high end of the range.	Х	Х	Х					Х	х	
Literature										
Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Х	Х	Х	х	Х	Х	Х	х	
 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. 		X	X	X	x		Х	X	x	
Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, thymes, repeated lines) supply thythm and meaning in a story, poem, or song			Х		х				х	
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Х	X	X	X	X X	Х	Х	X	x x	
. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Integration and Knowledge of Ideas		^	^	^	*			^	^	
. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. . N/A	Х			Х	х	Х	Х		х	
. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		х	Х		х					
Range of Reading and Level of Text Complexity 0. 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 s needed at the high end of the range.		Х	х	х	х	Х	х	Х	х	
Foundational										
Phonics and Word Recognition . Know and apply grade-level phonics and word analysis skills in decoding words.	Х	Х		Х	х	Х		Х	х	
Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.	X	Х		X	x	X		X	x	
. Decode regularly spelled two-syllable words with long vowels. I. Decode words with common prefixes and suffixes.					x	X		X	x x	
t. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.	Х	Х		X	X	х		X	X X	
Fluency										
Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	X	X		X	X	X		X	X	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Luse context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X		X	x	X		X	x	
Writing										
<u>Text Types and Purposes - Opinion</u> I. 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.								Х		х
Text Types and Purposes - Informative										
 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or ection. 				Х	Х	X	Х			
Text Types and Purposes - Narrative 8. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use		Х	Х							
emporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing		,	,							
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		Х		Х	х	х		Х		
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Х	Х	Х	х	Х		Х		
Research to Build and Present Knowledge 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).				Х	x	х				
3. Recall information from experiences or gather information from provided sources to answer a question.		Х	Х	Х	х	Х		Х		
Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a	х			_	v					
ange of discipline-specific tasks, purposes, and audiences.	X			Х	X	X				
Language Conventions of Standard English Demonstrate command of the conventions of standard English growth with the standard English growth and the standard English growth grow	v	v		_				V	v	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).	Х	x		Х	X	X		X	X	
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Lise reflexive pronouns (e.g., myself, ourselves).		х						х	X	
1. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 2. Use adjectives and adverbs, and choose between them depending on what is to be modifed. 2. Describes and adverbs, and choose occurrence of the production of the prod				x	x					
Forduce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action novie was watched by the little boy).	Х					x		х	х	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1. Capitalize holidays, product names, and geographic names.	X	X		X	X	X		X	X	
Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives.						х		X	X	
. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Х	Х		Х	X	Х		X	X	
Manufades of Lagrange										
Knowledge of Language . Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English	Х	Х		Х	X	Х		X	Х	
.Compare formal and informal uses of English. Vocabulary Acquisition and Knowledge								^		
 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on current grade level reading and content, choosing flexibly rom a range of strategies. 	Х	Х		Х	X	Х		Х	Х	
. Use sentence-level context as a clue to the meaning of a word or phrase Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Х	Х		Х	X	X		X	X	
. Use a known root word as a clue to the meaning of an unknown word with the same root. 1. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, house y; bookshelf, notebook, lighthouse, house,		Х		х	X	X		X	X	
nookmark). 2. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.								х	x	
6. Demonstrate understanding of word relationships and nuances in word meanings. 1. Identify real-life connections between words and their use.										
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to										