2016-17 East Pointe 2nd Grade Literacy Pacing Guide

Essential Standards	Reading Standards for Literature Key Ideas and Details	1	2	3	4
▉	**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	▉	▉	▉	▉
	RL.2.2 Recount stories, including fables, folktales from diverse cultures, and determine their central message, lesson, or moral.		▉		▉
	RL.2.3 Describe how characters in a story respond to major events and challenges.	▉	▉		▉
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	▉	▉		
▉	**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	▉			
	RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.		▉	▉	
▉	**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	▉	▉		
▉	**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		▉		
▉	**RL.2.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.	▉	▉	▉	▉

	Reading Standards for Informational Key Ideas and Details				
	RI.2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	First Paragraph		Second Paragraph	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.				
	RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.				
	RI.2.5 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.				
	RI.2.6 Identify the main purpose of a text, including what the author wants to answers, explain, or describe.				
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				
	RI.2.8 Describe how an author uses reasons to support particular points in a text.				
	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (T and P X)				
	RI.2.10 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 Standards: Foundational Skills Phonics and Word Recognition				
	RF.2.1.A Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.				

	RF.2.2.A Distinguish vowels (long, short, variant) in spoken single-syllable words.				
	RF.2.2.B Delete phonemes in the initial, medial, and final positions of spoken words including blends.				
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (T and P X)				
	RF.2.3.A Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, Love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).				
	RF 2.3.B Know the letter/sound correspondences including distinguishing long and short vowel sounds. ● Dipthongs (e.g., oi, oy, ou, ow) ● R-controlled vowels (e.g., er, ir, ur, ar, or) ● Additional common vowel teams (e.g., ei, ie, igh) ● Regularly-spelled one-syllable words				
	RF.2.3.C Recognize and read grade-appropriate irregularly-spelled words.				
	RF.2.3.D Decode words with common prefixes and suffixes				
	RF 2.3.E Decode words that follow the six syllable types				
	RF 2.3.F Decode regularly-spelled two-syllable words with long vowels.				
	Fluency				
	RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.	18	20	24	28

	RF.2.4.A Read grade-level text with purpose and understanding.	18`	20	24	28
	RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.(at or above 95% accurate)	80 wpm	100 wpm	100 wpm	111 wpm
	RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	Intro			
**Arkansas Anchor Standards for Writing** **Text Types and Purposes**				
	W.2.1 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.				S
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		S		
	W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Intro		S	
	W.2.3 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.		S		S
**Production and Distribution of Writing**				
	W.2.5 With guidance and support from adults and peers, focus on the topic and strengthen writing as needed by revising and editing.	teacher	teacher		peer
	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.				
**Research to Build and Present Knowledge**				
	W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).				

	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.				
	W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.				

	Speaking and Listening Standards				
	SL.2.1 Participate in *collaborative conversations/discussions* with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.				
	SL.2.1.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).	Intro			
	SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.				
	SL.2.1 C Ask for clarification and further explanation as needed about the topics and texts under discussion.				
	SL.2.2 *Recount* or describe key ideas or details from a text read aloud, information presented orally, or through other media.	intro		prac tice	
	SL.2. 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.2.4 Tell a story or *recount* an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
	SL.2.5 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. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Prac	tice		

	Language Standards Conventions of Standard English				
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking,	🟨	🟨	🟨	🟨
🟨	**L.2.1.B** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).		🟨		
	L.2.1.C Form and use regular and irregular verbs.			🟨	
🟨	**L.2.1.D** Use reflexive pronouns (e.g., myself, ourselves).				🟨
	L.2.1.E Use adjectives and adverbs and choose between them depending on what is modified. ● Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).		intro	🟨	
	L.2.1.F Use conjunctions to form compound subjects and predicates.			🟨	
	L.2.1.G Use prepositions correctly.			🟨	
🟨	**L.2.1.H** Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie. The little boy watched the movie in the afternoon. In the afternoon, the little boy watched the movie).			🟨	
🟨	**L.2.1.K** Print all upper-and lowercase letters accurately. By the end of grade two, produce some cursive upper-and lowercase letters.	🟨	🟨		
🟨	**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	🟨	🟨	🟨	
🟨	**L.2.2.A** Capitalize holidays, product names, and geographic names.		intro	🟨	
🟨	**L.2.2.B** Use an apostrophe to form contractions and frequently occurring possessives.		intro	🟨	

	L.2.2.C Use commas in greetings and closings of letters.				
	L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge, boy, boil). ● Reference spelling patterns chart to clarify types of spelling patterns. ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings.				
**Knowledge of Language**
	L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.				
**Vocabulary Acquisition and Use**
	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a range of strategies.				
	L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	prac	tice	S	S
	L.2.4.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). (may adust by fundations)				
	L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).				
	L.2.4.D Use knowledge of meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).				
	L.2.5 Demonstrate understanding word relationships and nuances in word meanings.				
	L.2.5.A Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit) to gain a sense of the concept that items can be categorized by more than one characteristic.				
	L.2.5.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.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).				
	L.2.5.D This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				
	L.2.6 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.				

The highlighted standards are the Essential Standards. Shading indicates standards for instruction each quarter