West Amory Elementary
2nd Grade Reading / Language Arts
2011~~12~~ ~~2011~~ – 2012~~3~~ Pacing Guide
1st 9 Weeks

Reading Standards for Literature: Key Ideas and Details

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**	**2b. The students will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)** 1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	MLAF does not call for asking questions.
RL.2.3 **Describe how characters in a story respond to major events and challenges.**	**2b. The students will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)** 2) Answer literal and simple inferential questions about main characters, settings, and events. 3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.	

Reading Standards for Literature: Integration of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.7 **Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.**	**2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)** 1) Text features – Titles, heading, illustrations, graphs, captions, charts, etc.	MLAF does not reference digital text.

Reading Standards for Informational Text: Key Ideas and Details

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.1 **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding**	**2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)**	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
in a text	1) Answer literal and simple inferential who, who, when, where, why, how, and what if questions.	
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.**	**2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)** 1) Text features – titles, heading, illustrations, graphs, captions, charts, etc. 2) Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc.	

Reading Standards for Informational Text: Integration of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.7 **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	**2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)** 1) Text features – Titles, heading, illustrations, graphs, captions, charts, etc.	

Reading Standards for Foundational Skills: Phonics and Word Recognition

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.3 **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. f) Recognize and read grade-appropriate irregularly spelled words.	**1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2)** 1) Blend and segment spoken words into syllables and syllables into phonemes. 2) Continue to identify and count the number of syllables in a spoken word. 3) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position. (e.g., add /b/ to "at", or /k/ from "cat" = at; change /i/ hit to /a/ = hat. What happens when you change "spot" to "stop?"	**Checklist**

	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2)
	    1) Use knowledge of vowel digraphs, dipthongs, and r-controlled letter-sound correspondences to decode unknown words.
	Examples:
	Vowel Digraphs: /oa/ in road, /ea/ in read
	Dipthongs: /oi/, /oy/, /ow/, /ew/
	R-controlled: er=r in fern, ir=/ir/ in bird, ur=/r/ in turn.
	    2) Read words derived from word families (e.g. –it, -at, -ite, -ate)
	    3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)
	    4) Use inflectional endings (e.g., –s, -es, -ed, or –ing) to produce or analyze new words.
	    5) Identify and create compound words.
	1c. The student will use syllabications types (e.g., open, closed, r-controlled, vowel team, vowel consonant + e, consonant + le) to decode words. (DOK 1)

Writing Standards: Research to Build and Present Knowledge

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
W.2.8 **Recall information from experiences or gather information from provided sources to answer a question.**	**3e. The student will generate questions and use one source to locate the answers. (DOK 3)**	

Speaking and Listening Standards: Comprehension and Collaboration

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.1 **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**		

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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 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.2.2 **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**		
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.**		

Speaking and Listening Standards: Presentation of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**		

Language Standards: Conventions of Standard English

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
L.2.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or**	**4a. The student will use Standard English grammar. (DOK 1)** 1) Nouns (e.g. singular /	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
speaking. b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)	plural) 2) Verbs – regular action	
L.2.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing** a) Capitalize holidays, product names, and geographic names. b) Use commas in greetings and closings of letters. c) Use of apostrophe to form contractions and frequently occurring possessives. d) Generalize learned spelling patterns when writing (e.g., cage-badge; boy-boil). e) Consult reference materials, including dictionaries, as needed to check and correct spellings.	**4b. The student will use Standard English mechanics to compose or edit.** **(DOK 1)** 1) End punctuation (e.g., period, question mark, exclamation mark) 8) Capitalize (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I," holidays, titles, initials) 9) Spell words commonly found in second grade level texts.	

Language Standards: Vocabulary Acquisition and Use

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
L.2.4 **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.** e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)** **1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)** **1h. The student will use reference materials to determine the meaning or pronunciation of unknown words. (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource) (DOK 1)**	
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**	**1. The student will use word recognition and vocabulary (word meaning) skills to communicate. (DOK 2)**	

other kids are happy that makes me happy.)		

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Reading Standards for Literature: Key Ideas and Details		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RL.2.2 **Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)** 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	
RL.2.3 **Describe how characters in a story**	**2b. The student will analyze texts in order to identify,**	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments

respond to major events and challenges.	understand, infer, or synthesize information. (DOK 2)
	    2) Answer literal and simple inferential questions about main characters, settings, and events.
	    3) Answer literal and simple questions about characters' actions, motives, traits, and emotions.	

Reading Standards for Literature: Craft and Structure

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.~~3~~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 ending concludes the action.**	**2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)** 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution. 2) Arrange in sequential order a listing of events found in narrative and/or informational text.	

Reading Standards for Literature: Integration of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**	**2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)** 3) Text structures – sequential order, description, simple cause and effect, etc.	

Reading Standards for Informational Text: Craft and Structure

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.2 **Identify the main topic of a multi-**	**2b. The student will analyze texts in order to identify,**	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
paragraph text as well as the focus of specific paragraphs within the text.	understand, infer, or synthesize information. (DOK 2) 4) Identify the main idea and some details in narrative text or the topic and some details in informational text.	
RI.2.6 **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	**2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)** 4) Identify the main idea and some details in narrative text or the topic and some details in informational text.	

Reading Standards for Foundational Skills: Phonics and Word Recognition

Common Core Standards	Mississippi Frameworks	Date Taught / Comments

RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.
	1b. The students will use word recognition skills for multi-syllabic words. (DOK 2)
	    6) Identify and create contractions (e.g., can+not=can't) correctly.
	
	    1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)	

Speaking and Listening Standards: Comprehension and Collaboration

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.2 **Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**	**2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)** 1) Retell a story orally and in writing including characters, setting, problem, important events, and	

	resolution.	
Speaking and Listening Standards: Presentation of Knowledge and Ideas		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
SL.2.4 **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**	**2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)** 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	
Language Standards: Conventions of Standard English		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
L.2.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** a. Use collective nouns (e.g., group) b. Use reflexive pronouns (e.g., myself, ourselves) e. Use adjectives and adverbs and choose between them depending on what is to be modified.	**4a. The student will use Standard English grammar. (DOK 1)** 1) Nouns (e.g., common, proper) 2) Verbs – helping and irregular 63) Adjectives (e.g., subject pronouns, singulear and plural pronouns) 94) Adverbs	
L.2.2 **Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.** a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil) e. Consult reference materials including beginning dictionaries, as needed to check and correct spellings.	**4b. The student will use Standard English mechanics to compose and edit. (DOK 1)** 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates, series, addresses, greetings, and closings in a friendly letter.) 6) Apostrophes (e.g., contractions, possessives) 7). Colons (e.g., in notation of time) **4c. Use correct and varied sentence structure. (DOK 2)** 1) Analyze sentences to determine purpose. 2) Compose declarative/telling, interrogative/questions,	

	exclamatory/strong feeling, imperative/command. 3) Compose simple sentences. **1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource. (DOK 1)**	
Language Standards: Vocabulary Acquisition and Use		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
L.2.4 **Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.** a. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)	**1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)** ~~**1f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)**~~	
L.2.5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny)	**1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)** 1) Identify and begin to generate words into categories. — 2) Determine the relationship between pairs of words (e.g. icicles/popsicles, oven/heater, friend/enemy, gloves/socks, etc.) **1f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)**	

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Reading Strands for Literature: Key Ideas and Details

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**		

Reading Strands for Literature: Craft and Structure

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.6 **Acknowledge differences in the points of view of characters, including by speaking in a different voice when reading dialogue aloud.**		

Reading Strands for Literature: Integration of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**	**2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)** 4) Genre – fiction, nonfiction, and poetry	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**	**2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)**	

Reading Strands for Informational Text: Key Ideas and Details

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) __ 5) Determine simple cause and effect relationships. __ 6) Identify simple fact and opinion.	

Reading Strands for Informational Text: Craft and Structure

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI2.4 **Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.**	**1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)**	

Reading Strands for Informational Text: Integration of Knowledge and Ideas

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.9 **Compare and contrast the most important points presented by two texts on the same topic.**	**2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)** __ 1) Interpret text through moving, drawing, speaking, acting, or singing. __ 2) Make connections between self and characters and events in text. __ 3) Compose visual images.	

	4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	

Language Standards: Conventions of Standard English		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
L.2.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** b. Use reflexive pronouns (e.g. myself, ourselves) d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs and choose between them depending on what is to be modified.	**4a. Use Standard English grammar. (DOK 1)** 1) Nouns (e.g., possessives 3) Verb tense (conjugation and purpose past, present, future) 4) Subject-verb agreement 5) Articles and conjunctions 7) Prepositions	

Language Standards: Vocabulary Acquisition and Use		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
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 an array of strategies.** c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)	**1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and –less) to understand unfamiliar words. (DOK 2)** **1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)** **1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)**	

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Reading Standards for Literature: Range of Reading and Level of Text Complexity		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RL2.10 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.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (DOK 2)	

Reading Standards for Informational Text: Integration of Knowledge and Ideas		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
	2b. The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2) 7) Draw conclusions based on information from	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
	narrative and/or informational text. 8) Identify and discuss the theme of a text.	
	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (DOK 2)	

Reading Strategies for Foundational Skills: Phonics and Word Recognition

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.3 **Know and apply grade-level phonics and word analysis skills in decoding words.**	**1b. The student will use word recognition skills for multi-syllabic words. (DOK 2)** 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.)	

Reading Strategies for Foundational Skills: Fluency

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.4 **Read with sufficient accuracy and fluency to support comprehension.**	**1b. The student will use word recognition skills for multi-syllabic words. (DOK 2)** 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately	

	90-100 words correct/minute.)	

Writing Standards: Text Types and Purposes

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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.**		
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.**	**3d. The student will compose informational text with a main idea and supporting details. (DOK 3)**	
	3c. The student will compose a narrative text with a beginning, middle, and end. (DOK 3)	

Writing Standards: Production and Distribution in Writing

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
W.2.5 **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**	**3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)** 1) Planning – Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas. 2) Drafting – Begin to	

	transfer thoughts from graphic organizers into sentences and simple paragraphs.
	   3) Revising – begin to revise sentences and/or paragraphs for organization, to add details and to clarify ideas.
	   4) Editing – Edit for capitalization, punctuation, and spelling.	

	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3) 5) Publishing/Sharing – Publish writing by displaying, retelling, and/or reading written ideas**.** **3b. The student will compose descriptive text containing specific details. (DOK 3)**	MLAF does not specify using a variety of digital tools for producing and publishing writing.

Writing Standards: Research to Build and Present Knowledge

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
W.2.7 **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).** **DO NOT TEST**		

Language Standards: Conventions of Standard English

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
L.2.1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	**4c. Use correct and varied sentence structure. (DOK 2)** 3) Compose simple and compound sentences.	

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).		
L.2.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Use collective nouns (e.g., group) b. Form and use frequently occurring plural nouns (e.g., feet, children, teeth, mice, fish) c. Use reflexive pronouns (e.g., myself, ourselves) d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) e. Use adjectives and adverbs, and choose between them depending on what it to be modified. 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).	**4b. The student will use Standard English mechanics to compose or edit. (DOK 1)** 4) Quotation marks (e.g., quotations) 5) Underlining/Italics (e.g. titles of books and movies) 10) Write words and sentences legibly. **4c. Use correct and varied sentence structure. (DOK 2)** 3) Compose compound sentences.	

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Reading Strands for Literature: Key Ideas and Details		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
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.		

Reading Strands for Literature: Craft and Structure		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice when reading dialogue aloud.		

Reading Strands for Literature: Integration of Knowledge and Ideas		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
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.	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 4) Genre – fiction, nonfiction, and poetry	
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.	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)	

Reading Strands for Informational Text: Key Ideas and Details		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) 5) Determine simple cause and effect relationships. 6) Identify simple fact and opinion.	

Reading Strands for Informational Text: Craft and Structure		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.	1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	

Reading Strands for Informational Text: Integration of Knowledge and Ideas		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments

RI.2.9
Compare and contrast the most important points presented by two texts on the same topic.
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)
	  1) Interpret text through moving, drawing, speaking, acting, or singing.
	  2) Make connections between self and characters and events in text.
	  3) Compose visual images.
	  4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	

Language Standards: Conventions of Standard English		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments

L.2.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	4a. Use Standard English grammar. (DOK 1)
	  1) Nouns (e.g., possessives
	  3) Verb tense (conjugation and purpose past, present, future)
	  4) Subject-verb agreement
	  5) Articles and conjunctions
	  7) Prepositions	

Language Standards: Vocabulary Acquisition and Use		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
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 an array of strategies. c. Use a known root word as a clue to the meaning of an unknown	1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, s, es, -ed, -ing, -ly, -er, -est, -ful, and –less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words	

word with the same root (e.g., addition, additional)	and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	

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2011 2011 – 2012 Pacing Guide
4th 9 Weeks

Reading Standards for Literature: Range of Reading and Level of Text Complexity		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RL.2.10 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.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (DOK 2)	
Reading Standards for Informational Text: Integration of Knowledge and Ideas		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
RI.2.8. Describe how reasons support specific points the author makes in a text.	2b. The student will analyze text in order to identify, understand, infer, or synthesize information. (DOK 2) 7) Draw conclusions based on information from narrative and/or informational text. 8) Identify and discuss the theme of a text.	

Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.10 By the end of the 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.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (DOK 2)	

Reading Strategies for Foundational Skills: Phonics and Word Recognition		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.)	

Reading Strategies for Foundational Skills: Fluency		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.)	

Writing Standards: Text Types and Purposes		
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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.		
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.	3d. The student will compose informational text with a main idea and supporting details. (DOK 3)	
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.	3c. The student will compose a narrative text with a beginning, middle, and end. (DOK 3)	
Writing Standards: Production and Distribution in Writing		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3) 1) Planning – Use a variety of graphic organizers (e.g., venn Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas. 2) Drafting – Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs. 3) Revising – begin to revise sentences and/or paragraphs for organization, to add details and to clarify ideas. 4) Editing – Edit for capitalization, punctuation, and spelling.	
W.2.6	3a. The student will use an appropriate composing	MLAF does not specify using a

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Common Core Standards	Mississippi Frameworks	Date Taught / Comments
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	process (e.g., planning, drafting, revising, editing, ppublishing/sharing) to compose or edit. (DOK 3) 5) Publishing/Sharing – Publish writing by displaying, retelling, and/or reading written ideas. **3b. The student will compose descriptive text containing specific details. (DOK 3)**	variety of digital tools for producing and publishing writing.

Writing Standards: Research to Build and Present Knowledge		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
W.2.7 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).		

Language Standards: Conventions of Standard English		
Common Core Standards	**Mississippi Frameworks**	**Date Taught / Comments**
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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).	4a. Use Standard English grammar. (DOK 1)4c. Use correct and varied sentence structure. (DOK 2) 3) Compose simple and compound sentences.	
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) 4) Quotation marks	

spelling when writing.	~~(e.g., quotations)~~ ~~5) Underlining/Italics~~ ~~(e.g. titles of books and movies)~~ ~~10) Write words and sentences legibly.~~ **4c. Use correct and varied sentence structure. (DOK 2)** ~~3) Compose compound ssentences.~~	