

Second Grade Literacy Pacing Guide

1st Nine Weeks	
Comprehension	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.1
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2
Describe how characters in a story respond to major events and challenges.	RL.2.3
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9
Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	RI.2.1
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.2.5
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7
Reading Foundational Skills	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
Distinguish long and short vowels when reading regularly spelled one- syllable words.	RF.2.3a
Decode words with common prefixes and suffixes.	RF.2.3d
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4c
Writing	
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.	W.2.3
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5

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Speaking and Listening	
Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	SL.2.1
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).	SL.2.1a
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2
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.2.3
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)	SL.2.6
Language Standards	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.2.1
Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e
Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (simple)*	L.2.1f
Capitalize holidays, product names, and geographic names.	L.2.2a
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2d
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2e
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.2.3
Compare formal and informal uses of English.	L.2.3a
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	L.2.4b
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	L.2.4c
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	L.2.4d
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.2.4e

* Partial Standard

Making Meaning ~ Unit 1 (3 Weeks), Unit 2 (4 Weeks)

**Supplemental – Story Mapping ~ requires direct instruction of characters, setting, problem, solution. Making meaning takes character to the analysis level, which the standard requires.

Being A Writer ~ Unit 1 (7 Weeks), Unit 2 (2 Weeks)

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2nd Nine Weeks	
Comprehension	
Describe how characters in a story respond to major events and challenges.	RL.2.3
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2
Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RI.2.4
Describe how reasons support specific points the author makes in a text.	RI.2.8
Reading Foundational Skills	
Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b
Decode regularly spelled two-syllable words with long vowels.	RF.2.3c
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
Writing	
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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	W.2.1
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
Speaking and Listening	
Build on others' talk in conversations by linking their comments to the remarks of others.	SL.2.1b
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2
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.2.3
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4

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Language Standards	
Use collective nouns (e.g., <i>group</i>).	L.2.1a
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	L.2.1b
Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	L.2.1c
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	L.2.1d
Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e
Capitalize holidays, product names, and geographic names.	L.2.2a
Use commas in greetings and closings of letters.	L.2.2b
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	L.2.2d
Build on others' talk in conversations by linking their comments to the remarks of others.	L.2.4a
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	L.2.4b
Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	L.2.5a
Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	L.2.5b

* *Partial Standard*

***Supplemental – Teach standard through any information text.*

Making Meaning ~ Unit 3, (4 Weeks), Unit 4 (3 Weeks)

Being A Writer ~ Unit 2 (2 Weeks), Unit 5 (3 Weeks), Unit 7 (3 Weeks)

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3rd Nine Weeks	
Comprehension	
Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	RL.2.1
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3
Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RI.2.4
Describe how reasons support specific points the author makes in a text.	RI.2.8
Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
Reading Foundational Skills	
Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3e
Recognize and read grade-appropriate irregularly spelled words.	RF.2.3f
Read grade-level text with purpose and understanding.	RF.2.4a
Writing	
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6
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).	W.2.7
Recall information from experiences or gather information from provided sources to answer a question.	W.2.8
Speaking & Listening	
Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.2.1c
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.	SLs.2.5
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)	SL.2.6

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Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive , or keyboarding) or speaking. *	L.2.1
Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e
Capitalize holidays, product names, and geographic names.	L.2.2a
Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2c
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2d
Compare formal and informal uses of English.	L.2.3a
Compare formal and informal uses of English.	L.2.4
Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5
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., <i>When other kids are happy that makes me happy</i>).	L.2.6

* *Partial Standard*

***Supplemental – Teach standard through any information text.*

Making Meaning ~ Unit 5 (3 Weeks), Unit 6 (2 Weeks)

Being A Writer ~ Unit 4 (5 Weeks), Unit 6 (3 Weeks)

Cursive Instruction Begins

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4th Nine Weeks	
Comprehension	
Describe how characters in a story respond to major events and challenges.	RL.2.3
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RI.2.1
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2
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.2.5
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7
Describe how reasons support specific points the author makes in a text.	RI.2.8
Reading Foundational Skills	
Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3
Read with sufficient accuracy and fluency to support comprehension.	RF.2.4
Writing	
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.	W.2.3
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6
Speaking and Listening	
Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	SL.2.1
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
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.2.5
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)	SL.2.6

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Language	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	L.2.1
Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2
Capitalize holidays, product names, and geographic names.	L.2.2a
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2d
Compare formal and informal uses of English.	L.2.3a
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.	L.2.4
Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5
Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	L.2.5b
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., <i>When other kids are happy that makes me happy</i>).	L.2.6

Making Meaning ~ Unit 7 (3 Weeks), Unit 8 (3 Weeks)

Being A Writer ~ Unit 3 (4 Weeks)

For the remainder of the year select writing genres where students require more support.