2019 ELA Pacing Guide, Grade 2

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| Dates | Introduction of I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome & Orientation  Beginning of the Year Assessments: iReady ELA & Math Diagnostic, DIBELS,  [Reading a-z Running Records,](https://www.readinga-z.com/helpful-tools/about-running-records/) Writing Prompt, Phonics Inventory & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 2.1, 2.2  2.5 c , 2.6  2.8, 2.9  Foundational Reading Skills: 2.12, 2.13 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  Small, flexible reading groups with student readers and phonics lessons will reinforce fluency. Thematic units with complex teacher read-alouds should be planned for introducing story writing, reading comprehension, vocabulary expansion, and social studies topics.  Be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 2.1, 2.2, 2.12, 2.13  Dibels Reading Fluency Goal: 50-60 cwpm | |
| Teacher Notes | | |
| 11/14-1/11/19  (4 Weeks) | 2.3, 2.4  2.5 b, 2.7  Ongoing Reading & Language Skills: 2.12-2.15 | Reading & Writing Focus: **Informative**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, provide evidence that earth events can occur quickly or slowly. ngss 2-ESS1-1.) |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s Tested: 2.1, 2.2, 2.3, 2.4, 2.12, 2.13, 2.14, 2.15 | |
| Teacher Notes | | |
| 1/28-3/15/19  (7 Weeks) | 2.5 a  2.10, 2.11  Ongoing Reading & Language Skills: 2.12-2.15 | Reading & Writing Focus:  **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15  Dibels Reading Fluency Goal: 60-70 cwpm | |
| Teacher Notes | | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 2.10-2.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| Teacher Notes | | |
| 5/28-6/13/19  (2 Weeks) | End of the Year Assessments & Demonstration of Mastery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Dibels Reading Fluency Goal: 70-80 cwpm | |
| Teacher Notes | | |

Helpful Links

[2nd Grade Social Studies Topics](https://drive.google.com/open?id=1Jd3K-riyPqnTv36qNvKiVymYUIMKmvI7)

[2nd Grade Science Topics](http://www.nextgenscience.org/sites/default/files/2%20combined%20topicsf.pdf)

[2nd Grade Proficiency Scales](https://docs.google.com/document/d/1CDdNmDqfEHIJYxPxFrjTygi-Nfg193tqn0XwcY1qufA/edit?usp=sharing)

Reading Suggestions, Grade Band 2-3

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| Literature | Informational Text |
| **Stories**  Gannett, Ruth Stiles. My Father’s Dragon  Averill, Esther. The Fire Cat  Steig, William. Amos & Boris  Shulevitz, Uri. The Treasure  Cameron, Ann. The Stories Julian Tells  MacLachlan, Patricia. Sarah, Plain and Tall  Rylant, Cynthia. Henry and Mudge: The First Book of Their Adventures  Stevens, Janet. Tops and Bottoms  LaMarche, Jim. The Raft  Rylant, Cynthia. Poppleton in Winter  Rylant, Cynthia. The Lighthouse Family: The Storm  Osborne, Mary Pope. The One-Eyed Giant (Book One of Tales from the Odyssey)  Silverman, Erica. Cowgirl Kate and Cocoa  **Poetry**  Dickinson, Emily. “Autumn.”  Rossetti, Christina. “Who Has Seen the Wind?”  Millay, Edna St. Vincent. “Afternoon on a Hill.”  Frost, Robert. “Stopping by Woods on a Snowy Evening.” \  Field, Rachel. “Something Told the Wild Geese.”  Hughes, Langston. “Grandpa’s Stories.” .  Jarrell, Randall. “A Bat Is Born.”  Giovanni, Nikki. “Knoxville, Tennessee.”  Merriam, Eve. “Weather.”  Soto, Gary. “Eating While Reading.”  **Teacher Read-Aloud Stories**  Kipling, Rudyard. “How the Camel Got His Hump.”  Thurber, James. The Thirteen Clocks  White, E. B. Charlotte’s Web  Selden, George. The Cricket in Times Square  Babbitt, Natalie. The Search for Delicious  Curtis, Christopher Paul. Bud, Not Buddy  Say, Allen. The Sign Painter  Read-Aloud Poetry  Lear, Edward. “The Jumblies.”  Browning, Robert. The Pied Piper of Hamelin  Johnson, Georgia Douglas. “Your World.”  Eliot, T. S. “The Song of the Jellicles.”  Fleischman, Paul. “Fireflies.” | **Informational Texts**  A Medieval Feast.  Gibbons, Gail. From Seed to Plant  Milton, Joyce. Bats: Creatures of the Night  Beeler, Selby. Throw Your Tooth on the Roof: Tooth Traditions Around the World  Leonard, Heather. Art Around the World  Ruffin, Frances E. Martin Luther King and the March on Washington  St. George, Judith. So You Want to Be President?  Einspruch, Andrew. Crittercam  Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs  Davies, Nicola. Bat Loves the Night  Floca, Brian. Moonshot: The Flight of Apollo 11  Thomson, Sarah L. Where Do Polar Bears Live?  **Teacher Read-Aloud Informational Texts**  Freedman, Russell. Lincoln: A Photobiography  Coles, Robert. The Story of Ruby Bridges  Wick, Walter. A Drop of Water: A Book of Science and Wonder  Smith, David J. If the World Were a Village: A Book about the World’s People  Aliki. Ah, Music!  Mark, Jan. The Museum Book: A Guide to Strange and Wonderful Collections  D’Aluisio, Faith. What the World Eats  Arnosky, Jim. Wild Tracks! A Guide to Nature’s Footprints  Deedy, Carmen Agra. 14 Cows for America |

[Dolch Sight Words](http://www.sightwords.com/pdfs/word_lists/dolch_group.pdf)

always around because been before best both buy call cold does don't fast first five found gave goes green its made many off or pull read right sing sit sleep tell their these those upon us use very wash which why wish work would write your

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| amphibian | barter | chapter | 2-Dimensional |
| attract | colonist | character | 3-Dimensional |
| axis | compass rose | composition | angle |
| bird | conservation | comprehension | array |
| consumer | consumer | discussion | centimeter |
| energy | courage | fairy tale | clockwise |
| environment | crop | folktale | cone |
| experiment | desert | main character | congruent |
| fish | equator | main idea | cube |
| food web | explorer | map | customary unit |
| force | factory | number word | data |
| friction | festival | prewriting | digit |
| gravity | generation | publish | doubles fact |
| life cycle | governor | purpose | dozen |
| mammal | honesty | question | edge |
| mass | income | reread | estimation |
| matter | independence | retell | expanded notation |
| mixture | island | sentence | fact family |
| moon phase | landform | spelling | line segment |
| motion | landmark | spelling pattern | maximum |
| pollution | mayor | symbol | minimum |
| predator | monument | table of contents | mode |
| prey | Native American | textbook | multiplication |
| producer | Orlando | vocabulary | numeral |
| reflect | Pilgrim |  | operations |
| repel | pioneer |  | parallel |
| reptile | producer |  | perimeter |
| rotation | settler |  | polygon |
| solar system | technology |  | sphere |
| vibrate | valley |  | symmetry |

Grade 2 I CAN!s and CAN I?s

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| **I CAN!** | **Standard** | **CAN I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | |
| Reading Literature | | |
| 2.1  I CAN! read second grade books and poems. | Key Ideas & Details  RL 2.1  RL 2.2  RL 2.3  Knowledge & Ideas  RL 2.7  RL 2.9 | a) *CAN I?* ask and answer such questions as who, what, where, when, why, and how.  b) *CAN I?* retell stories, **fables,** and **folktales**, and explain the message, lesson, or **moral**.  c) *CAN I?* describe how **characters** in a story respond to events and challenges.  d) *CAN I?* use information gained from the **illustrations** and words to better understanding the characters, **setting**, or **plot**.  e) *CAN I?* **compare** two versions of the same story (e.g., Cinderella stories) by different **authors** or from different **cultures**. |
| 2.2  I CAN! use text features to read and understand stories and poems. | Craft & Structure  RL 2.4  RL 2.5  RL 2.6 | a) *CAN I?* describe how words and **phrases** (e.g., regular **beats**, **alliteration**, **rhymes**, **repeated lines**) supply **rhythm** and meaning in a **story**, **poem**, or **song**.  b) *CAN I?* describe the **structure** of a story, including how the **beginning** introduces the story and the **ending** **concludes** the action.  c) *CAN I?* acknowledge differences in the **points of view** of characters, including by speaking in a different **voice** for each character when reading **dialogue** aloud. |
| Reading Informational Text | | |
| 2.3  I CAN! understand history books, science books, and online information. | Key Ideas & Details  RI 2.1  RI 2.2  RI 2.3  Knowledge & Ideas  RI 2.7  RI 2.8  RI 2.9 | a) *CAN I?* ask and answer such questions as who, what, where, when, why, and how.  b) *CAN I*? identify the **main topic** of a multiparagraph text as well as the focus of specific paragraphs within the text.  c) *CAN I?* describe the **connection** between a series of **historical events**, **scientific ideas** or concepts, or steps in technical procedures in a text.  d) *CAN I?* explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  e) *CAN I?* describe how reasons support specific points the author makes in a text.  f) *CAN I?* **compare and contrast** the most important points presented by two texts on the same topic. |
| 2.4  I CAN! use text features to help me understand informational texts. | Craft & Structure  RI 2.4  RI 2.5  RI 2.6 | a) *CAN I?* determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  b) *CAN I?* 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.  c) *CAN I?* identify the **main purpose** of a text, including what the author wants to answer, explain, or describe. |
| Writing | | |
| 2.5  I CAN! write paragraphs to give my opinion, provide information, or retell an event. | Text Types and Purposes  W 2.1  W 2.2  W 2.3 | a) *CAN I?* write **opinion** pieces in which I introduce the **topic** or book I am 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.  b) *CAN I?* write **informative/explanatory** texts in which I introduce a topic, use **facts** and **definitions** to develop **points**, and provide a concluding statement or section.  c) *CAN I?* 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 the **order of events**, and provide a sense of **closure**. |
| 2.6  I CAN! use the writing process when I write. | Production and Distribution of Writing  W 2.5  W 2.6 | a) *CAN I?* focus on a **topic** and strengthen writing by **editing** and **revising**.  b) *CAN I?* use **digital tools** to produce and **publish** writing, including collaborating with peers. |
| 2.7  I CAN! Research a question with my peers.  (Item not tested on Milestone) | Research to Build and Present Ideas  W 2.7  W 2.8 | a) *CAN I?* participate in **shared research** and **writing projects** (read a number of books on a single topic to produce a report; record science observations).  b) *CAN I?* **recall** information from experiences or gather information from provided **sources** to answer a question. |
| Speaking and Listening | | |
| 2.8  I CAN! participate in group conversations about what we are reading.  (Item not tested on Milestones) | Comprehen-  sion & Col 2.2  labora-  tion  SL 2.1  SLSL 2.3 | a) *CAN I?* follow agreed-upon **rules** for discussion (taking turns speaking,listening fully, speaking one at a time about the texts and topics under discussion)  b) *CAN I?* build on other’s talk in conversations by linking their comments to the remarks of others.  c) *CAN I?* ask for **clarification** and further **explanation** to better understand the **discussion**.  d) *CAN I?* **recount** or describe **key ideas** or **details** from a text **read aloud** or information presented **orally** or through other media.  e) *CAN I?* 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. |
| 2.9  I CAN! present information about a topic.  (Item not tested on Milestones) | Presentation & Knowledge of Ideas  SL 2.4  SL 2.5  SL 2.6 | a) *CAN I?* tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  b) *CAN I?* 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**.  c) *CAN I?* produce complete sentences when appropriate to **task** and situation in order to provide requested detail or **clarification**. |
| Vocabulary | | |
| 2.10  I CAN! use print or digital tools to find the meaning of words and phrases. | Vocabulary Acquisition and Use  L 2.4 | a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase.  b) *CAN I*? determine the meaning of the new word formed when a known **prefix** is added to a known word (e.g., happy/unhappy, tell/retell).  c) *CAN I?* use a known **root word** as a clue to the meaning of an unknown word with the same **root** (e.g., addition, additional).  d) *CAN I?* use knowledge of the meaning of individual words to predict the meaning of **compound words** (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  e) *CAN I?* use **glossaries** and beginning **dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases. |
| 2.11  I CAN! understand the difference between words with similar meanings. | Vocabulary Acquisition and Use  L 2.5, 2.6 | a) *CAN I?* identify **real-life connections** between words and their use (e.g., describe foods that are spicy or juicy).  b) *CAN I?* distinguish **shades of meaning** among closely related **verbs** (e.g., toss, throw, hurl) and closely related **adjectives** (e.g., thin, slender, skinny, scrawny). |

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| Reading & Language Convention Skills | | | |
| Steps: Student driven mastery learning skills. | | | |
| Reading Foundations | | Language Skills | |
| Phonics and Word Recognition  RF 2.3 | Fluency  RF 2.4 | Convention  of Standard English  L 2.1 | Conventions  of Standard English  L2.2a-e |
| 2.12  I CAN! sound out words I don’t know. | 2.13  I CAN! understand what I’m reading. | 2.14  I CAN! use proper grammar when I write and speak. | 2.15  I CAN! write with correct capitalization, punctuation, and spelling. |
| a) distinguish between **long** and **short** **vowels** when reading regularly spelled **one-syllable** words.  b) read words with common **vowel** **teams**.  c) **decode** regularly spelled two-syllable words with long vowels.  d) **decode** words with common **prefixes** and **suffixes**.  e) identify and use **homophones**.  f) recognize and read my second grade **sight words**. | a) read with **purpose** and **understanding**.  b) read out loud with **accuracy**, at a **natural pace**, and use **expression**.  c)use **context** to understand what I’m reading or to **self correct**. | a) use **collective nouns** (e.g., group).  b)form and use **irregular 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 common **irregular verbs** (e.g., sat, hid, told).  e) use **adjectives** and **adverbs**, and choose between them depending on what is 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). | 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) spell my second grade **word families** correctly (-igh, -oo, -ue, -ew, -aw, - augh, -ough, -oy, -oi, ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur).  e) consult **reference materials**, including beginning **dictionaries**, as needed to check and correct spellings. |