



Brookhaven School District
Pacing Guide 2018-19
2nd Grade ELA

1 st NINE WEEKS				
Timeline	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
August 6 - 17	<ul style="list-style-type: none"> - Distinguish long and short vowels when reading regularly spelled one- syllable words. - Decode regularly spelled two-syllable words with long vowels. - Read grade-level text with purpose and understanding. - 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). - Build on others' talk in conversations by linking their comments to the remarks of others. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and 	<p>FOCUS:</p> <p>RF.2.3a RF.2.3c RF.2.4a</p> <p>SL.2.1a SL.2.1b SL.2.2</p> <p>L.2.1a L.2.1b</p> <p>RL.2.5</p> <p>ONGOING:</p> <p>RL.2.1 RI.2.1 RL.2.4</p>	<p>Corecommonstandards.com binder Saxon Phonics Journeys Unit 1 –Anchor Story –Henry and Mudge Moby Max Readworks.org Vocabulary A-Z Teachers pay Teachers</p> <p>RF. Standards will be tested in phonics.</p>	<p>RL.2.1 RL.2.5 L.2.1a L.2.1b RF.2.3a RF.2.3c RF.2.4a</p>

	<p>meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> -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. - 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. - 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>). <p>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.</p> <ul style="list-style-type: none"> - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>- 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>).</p> <p>- 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.</p>	<p>RL.2.10</p> <p>RI.2.10</p> <p>L.2.1f</p> <p>L.2.4</p> <p>L.2.4a</p> <p>L.2.4b</p> <p>L.2.4c</p> <p>L.2.4d</p> <p>L.2.4e</p> <p>L.2.6</p> <p>W.2.3</p>	<p>RF. Standards will be tested in phonics.</p>	
<p>August 20 – August 31</p>	<ul style="list-style-type: none"> - Know spelling-sound correspondences for additional common vowel teams. - Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>- Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>- 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.</p>	<p>FOCUS:</p> <p>RF.2.3b</p> <p>RF.2.4</p> <p>RF.2.4a</p> <p>RF.2.4b</p> <p>RF.2.4c</p> <p>SL.2.1c</p> <p>SL.2.3</p>	<p>Corecommonstandards.com binder</p> <p>Saxon Phonics</p> <p>Journeys Unit 1 –Anchor Story –My Family</p> <p>Readworks.org</p> <p>Vocabulary A-Z</p> <p>Teachers pay Teachers</p> <p>RF. Standards will be tested in phonics.</p>	<p>RI.2.1</p> <p>RI.2.4</p> <p>RI.2.7</p> <p>L.2.2b</p> <p>L.2.2d</p> <p>L.2.3a</p> <p>RF.2.3b</p> <p>RF.2.4a</p> <p>RF.2.4b</p>

	<p>-Use commas in greetings and closings of letters. -Compare formal and informal uses of English.</p> <p>-Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>-</p> <p>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. -Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> -Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>- Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>- 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. - 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.</p> <p>-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>).</p> <p>-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. - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>- 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>).</p> <p>- 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.</p>	<p>L.2.2b L.2.3a- teach through friendly letter), L.2.2d</p> <p>RI.2.1 RI.2.4 RI.2.7 ONGOING:</p> <p>RL.2.1 RL.2.4</p> <p>RL.2.10 RI.2.10</p> <p>L.2.1f</p> <p>L.2.4 L.2.4a L.2.4b L.2.4c L.2.4d L.2.4e L.2.6</p>	<p>RF. Standards will be tested in phonics.</p>	
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<p>September 4 – 14</p> <p>Sept. 6-4.5 Week Test</p>	<p>- Know spelling-sound correspondences for additional common vowel teams. - Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.5 WEEK TEST-DISTRICT-WIDE(FOCUS STANDARDS TO DATE FOR NINE WEEKS)</p> <p>- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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.</p> <p>- Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - 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>). - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>- Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>- Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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. - 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.</p> <p>-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>).</p> <p>- 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. - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>).</p>	<p>FOCUS:</p> <p>RF.2.3b RF.2.3f</p> <hr/> <p>RL.2.4 RL.2.10 L.2.1c L.2.1f L.2.4a L.2.5a</p> <p>ONGOING: RL.2.1 RI.2.1 RL.2.4 RL.2.10 RI.2.10 L.2.1f L.2.4 L.2.4a L.2.4b L.2.4c L.2.4d</p>	<p>Corecommonstandards.com binder Saxon Phonics Journeys Unit 1 –Anchor Story –Teacher’s Pets Readworks.org Vocabulary A-Z Teachers pay Teachers</p> <p>RF. Standards will be tested in phonics.</p>	<p>4.5 WEEK TEST-DISTRICT-WIDE</p> <p>RL.2.4 RL.2.10 L.2.1.c L.2.1f L.2.4a L.2.5a RF.2.3b RF.2.3f L.2.2d</p>
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	<ul style="list-style-type: none"> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - 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>). - 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. 	<p>L.2.4e</p> <p>L.2.6</p> <p>W.2.3</p>	<p>RF. Standards tested in phonics.</p>	
<p>September 17 – 28</p>	<ul style="list-style-type: none"> - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences - 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. - Form and use the past tense of frequently occurring irregular verbs (<i>ex , sat, hid, told</i>). -Use adjectives and adverbs, and choose between them depending on what is to be modified. - Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>). -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. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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. -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>). 	<p>FOCUS: RF.2.3d RF.2.3e</p> <p>RL.2.10</p> <p>L.2.1d L.2.1e L.2.2d</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>ONGOING: RL.2.1</p> <p>RI.2.1</p> <p>RL.2.4</p> <p>RI.2.10</p> <p>L.2.1f</p>	<p>Corecommonstandards.com binder Saxon Phonics Journeys Unit 1 –Anchor Story – Diary of a Spider Readworks.org Vocabulary A-Z Teachers pay Teachers</p> <p>RL.2.2 RL.2.3 RL.2.10 L.2.1d L.2.1e L.2.2d RF.2.3d RF.2.3e</p> <p>RF. Standards tested in phonics.</p>	

	<ul style="list-style-type: none"> - 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. - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - 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>). - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. - 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. 	<p>L.2.4</p> <p>L.2.4a L.2.4b</p> <p>L.2.4c L.2.4d</p> <p>L.2.4e</p> <p>L.2.6</p> <p>SL.2.4</p> <p>W.2.3</p>	<p>RF. Standards tested in phonics.</p>	
<p>October 1 – 5 Nine Weeks Tests</p>	<p>Nine Weeks Test</p>	<p>Review – all above</p>	<p>Corecommonstandards.com binder Saxon Phonics Journeys Unit 1 Moby Max Readworks.org Vocabulary A-Z Teacher pay Teachers</p>	<p>Review all above 9 weeks test Include W.2.3</p>

	<ul style="list-style-type: none"> - 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). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <p>-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.</p>	<p>SL.2.1a SL.2.1b SL.2.1c SL.2.2</p> <p>-W.2.1</p>		
<p>October 22 – November 2</p>	<ul style="list-style-type: none"> - Know spelling-sound correspondences for additional common vowel teams. - Decode words with common prefixes and suffixes. - Recognize and read grade-appropriate irregularly spelled words. <p>- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <p>-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.</p> <ul style="list-style-type: none"> - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</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. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. 	<p>FOCUS: RF.2.3b RF.2.3d RF.2.3f</p> <p>RF.2.4b RF.2.4c</p> <p>RI.2.2 RI.2.3</p> <p>L.2.2c L.2.2d RL.2.1</p> <p>W.2.1 ONGOING:</p> <p>RI.2.1 RI.2.4 RI.2.5 RI.2.7 RL.2.1</p>	<p>corecommonstandards.com binder</p> <p>Saxon Lessons Journeys anchor story- Animals Building Homes Moby Max Readworks Vocabulary A-Z Teachers Pay Teachers</p> <p>RF. Standards will be tested in phonics.</p>	<p>RF.2.3b, RF.2.3d, RF.2.3f, RF.2.4b, R.F.2.4c</p> <p>RI.2.2, RI.2.3 L2.2c L2.2d W.2.1</p>

	<p>small and larger groups.</p> <ul style="list-style-type: none"> - 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). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 	<p>SL.2.1a SL.2.1b SL.2.1c SL.2.2</p>		<p>4.5 WEEK TEST-DISTRICT-WIDE</p>
<p>November 5–16</p> <p>Nov. 12-4.5 Week Test</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> - Distinguish long and short vowels when reading regularly spelled one- syllable words. - Know spelling-sound correspondences for additional common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words. <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>4.5 WEEK TEST-DISTRICT-WIDE (FOCUS STANDARDS TO DATE FOR NINE WEEKS)</p> <ul style="list-style-type: none"> - Describe how characters in a story respond to major events and challenges. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - 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. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - 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. <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> - 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). 	<p>FOCUS:</p> <p>RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f</p> <p>RF.2.4 RF.2.4a RF.2.4b RF.2.4c</p> <p>ONGOING:</p> <p>RL.2.3 RL.2.7</p> <p>RL.2.10</p> <p>RI.2.7 RI.2.10</p> <p>SL.2.1 SL.2.1a</p>	<p>corecommonstandards.com binder Saxon Lessons Thanksgiving teacher made resources Moby Max Readworks Vocabulary A-Z Teachers Pay Teachers</p> <p>RF. Standards will be tested in Phonics</p>	<p>RF.2.3a-f RF.2.4a-c</p>

	<ul style="list-style-type: none"> - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. <ul style="list-style-type: none"> - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified - 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>). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. -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. <ul style="list-style-type: none"> - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. -Demonstrate understanding of word relationships and nuances in word meanings.- 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>). - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). - 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>). - - 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>). -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. 	<p>SL.2.1b SL.2.1c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>L.2.1</p> <p>L.2.1a L.2.1b L.2.1c L.2.1d L.2.1e L.2.1f</p> <p>L.2.2 L.2.2a L.2.2b L.2.2c L.2.2d L.2.2e</p> <p>L.2.4</p> <p>L.2.4a L.2.4b</p> <p>L.2.4c L.2.4d</p> <p>L.2.4e</p> <p>L.2.5</p> <p>L. 2.5a L.2.5b</p> <p>L.2.6</p> <p>W.2.1</p>	<p>RF. Standard will be tested in phonics.</p>	
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<p>November 26 –December 7</p>	<p>g that sounds like j trigraph dge spelling dge and ge spelling with ch and tch v/cv pattern affixes –ful, ness final stable syllable –tion</p> <p>- Distinguish long and short vowels when reading regularly spelled one- syllable words. - Know spelling-sound correspondences for additional common vowel teams.</p> <p>- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - 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.</p> <p>- Describe how characters in a story respond to major events and challenges. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - 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.</p> <p>- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - 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.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified.- 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>).</p> <p>- Compare formal and informal uses of English.</p> <p>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.</p>	<p>FOCUS: RF.2.3a RF.2.3b</p> <p>RL.2.6</p> <p>L.2.2 L.2.2a L.2.2b L.2.2c L.2.2d L.2.2e</p> <p>ONGOING: RL.2.3 RL.2.7</p> <p>RL.2.10</p> <p>RI.2.7</p> <p>RI.2.10</p> <p>L.2.1</p> <p>L.2.1a L.2.1b L.2.1c L.2.1d L.2.1e L.2.1f</p> <p>L.2.3</p> <p>L.2.4</p>	<p>corecommonstandards.com binder Saxon Lessons Polar Express Unit Moby Max Readworks Vocabulary A-Z Teachers Pay Teachers</p> <p>RF. Standard will be tested in phonics.</p>	<p>RF.2.3a RF.2.3b RL.2.6 L.2.2</p>
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Brookhaven School District
Pacing Guide
2nd Grade ELA

3rd NINE WEEKS				
Timeline	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
January 7 – 18	<ul style="list-style-type: none"> - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - Describe how reasons support specific points the author makes in a text. - 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>). - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. - 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. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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. 	<p>FOCUS: RF.2.3c RF.2.3d</p> <p>RI.2.6 RI.2.7 RI.2.8</p> <p>L.2.4b</p> <p>ONGOING:</p> <p>RI.2.1 RI.2.4 RL.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4</p> <p>SL.2.5</p>	<p>corecommonstandards.com binder Saxon phonics lessons Journeys anchor story – Super Storms Moby Max Readworks Vocabulary A-Z Teachers Pay Teacher resources</p> <p>RF. Standards will be tested in phonics</p>	<p>RF.2.3c RF.2.3d RI.2.6 RI.2.7 RI.2.8 L.2.4b</p>

	<ul style="list-style-type: none"> - 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>). Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. - Use sentence-level context as a clue to the meaning of a word or phrase. - 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>). - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>L.2.1f</p> <p>L.2.3 L.2.3a</p> <p>L.2.4a L.2.4d</p> <p>L.2.5a</p> <p>W.2.2</p>		
<p>January 22 – February 1</p>	<ul style="list-style-type: none"> - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. - 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. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - 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>) - 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>). - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 	<p>FOCUS: RF.2.4b RF.2.4c</p> <p>RL.2.2</p> <p>RL.2.3 RL.2.4</p> <p>RL.2.7</p> <p>L.2.4d</p> <p>L.2.4c</p> <p>ONGOING: RI.2.1 RI.2.4</p> <p>RL.2.1</p>	<p>corecommonstandards.com binder Saxon phonics lessons Journeys anchor story – How Chipmunk Got His Stripes Moby Max Readworks Vocabulary A-Z Teachers Pay Teacher resources</p> <p>RF. Standards will be tested in phonics.</p>	<p>RF.2.4b RF.2.4c</p> <p>RL.2.2 RL.2.3 RL.2.4 RL.2.7 L.2.4c L.2.4d</p>

	<ul style="list-style-type: none"> - 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. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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. - 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). - Build on others’ talk in conversations by linking their comments to the remarks of others. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. - 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. - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. - Use sentence-level context as a clue to the meaning of a word or phrase. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). - 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>). - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.10</p> <p>SL.2.1a</p> <p>SL.2.1b</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.5</p> <p>L.2.3</p> <p>L.2.3a</p> <p>L.2.4a</p> <p>L.2.5a</p> <p>L.2.6</p> <p>W.2.2</p>		
<p>February 4 – 15</p> <p>Feb. 7-4.5 Week Test</p>	<p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.5 WEEK TEST-DISTRICT-WIDE (FOCUS STANDARDS TO DATE FOR NINE WEEKS)</p> <p>- Read grade-level text with purpose and understanding.</p> <p>- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>- Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus,</p>	<p>FOCUS:</p> <p>RF.2.4</p> <p>_____</p> <p>RF.2.4a</p> <p>RF.2.4b</p> <p>RF.2.4c</p> <p>RI.2.4</p> <p>RI.2.5</p>	<p>corecommonstandards.com binder</p> <p>Saxon phonics lessons</p> <p>Journeys anchor story – Jellies</p> <p>Moby Max</p> <p>Readworks</p> <p>Vocabulary A-Z</p> <p>Teachers Pay Teacher resources</p> <p>RF. Standards will be tested in phonics</p>	<p>4.5 WEEK TEST-DISTRICT-WIDE</p> <p>RF.2.4a-c</p> <p>RI.2.4</p> <p>RI.2.5</p>

	<p>icons) to locate key facts or information in a text efficiently.</p> <ul style="list-style-type: none"> - Compare and contrast the most important points presented by two texts on the same topic. - Capitalize holidays, product names, and geographic names. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. <p>- 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.</p> <ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> - 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). - Build on others’ talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. <ul style="list-style-type: none"> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. - 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. - 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.) <ul style="list-style-type: none"> - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. <ul style="list-style-type: none"> - Use sentence-level context as a clue to the meaning of a word or phrase. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and 	<p>RI.2.9 L.2.2a L.2.4e</p> <p>W.2.2</p> <p>ONGOING:</p> <p>RI.2.1 RI.2.4 RL.2.10 RL.2.1 RL.2.2 RL.2.3 RL.2.4</p> <p>SL.2.1 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.5 SL.2.6</p> <p>L.2.3 L.2.3a</p> <p>L.2.4a L.2.4e</p>	<p>RF. Standards will be tested in Phonics.</p>	<p>RI.2.9 L.2.2a L.2.4e W.2.2</p>
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	<p>phrases. - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>-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>).</p>	<p>L.2.5a</p> <p>L.2.6</p>		
<p>February 18 – March 1</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>- Describe how characters in a story respond to major events and challenges. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <ul style="list-style-type: none"> - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). <ul style="list-style-type: none"> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. <p>- 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.</p> <ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> - 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). 	<p>FOCUS: RF.2.4 RF.2.4a RF.2.4b RF.2.4c</p> <p>RL.2.3 RL.2.9</p> <p>L.2.1b</p> <p>ONGOING: RI.2.1</p> <p>RI.2.4</p> <p>RL.2.10</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3 RL.2.4</p> <p>SL.2.1</p> <p>SL.2.1a</p>	<p>corecommonstandards.com binder Saxon phonics lessons Journeys anchor story – Click, Clack, Moo Moby Max Readworks Vocabulary A-Z Teachers Pay Teacher resources</p> <p>RF. Standards will be tested in phonics.</p>	<p>RF.2.4a-c</p> <p>RL.2.3</p> <p>RL.2.9</p> <p>L.2.1b</p>

	<ul style="list-style-type: none"> - Build on others’ talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. - 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>). Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. - Use sentence-level context as a clue to the meaning of a word or phrase. - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). - 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>). - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 	<p>SL.2.1b SL.2.1c SL.2.2</p> <p>SL.2.5</p> <p>L.2.1f</p> <p>L.2.3 L.2.3a</p> <p>L.2.4a L.2.5a L.2.6</p> <p>W.2.2</p>		
<p>March 4 – 8</p> <p>Nine Weeks Tests</p>	<ul style="list-style-type: none"> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Describe how reasons support specific points the author makes in a text. - Compare and contrast the most important points presented by two texts on the same topic. - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, 	<p>FOCUS:</p> <p>RL.2.7</p> <p>RL.2.9</p> <p>RI.2.6 RI.2.8 RI.2.9</p> <p>L.2.3 L.2.3a</p> <p>ONGOING:</p> <p>RI.2.1</p> <p>RI.2.4</p> <p>RL.2.1</p> <p>RL.2.2</p>	<p>The Three Little Pigs The True Story of the Three Little Pigs</p> <p>RF. Standards will be tested in phonics.</p>	

<p>Nine Weeks Tests</p>	<p>or moral</p> <ul style="list-style-type: none"> - Describe how characters in a story respond to major events and challenges. - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - 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. - Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. - 	<p>RL.2.3 RL.2.4</p> <p>RL.2.10</p> <p>L.2.3 L.2.3a</p> <p>W.2.2</p>		<p>All above 9 weeks test</p>
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**Brookhaven School District
Pacing Guide
2nd Grade ELA**

4 th NINE WEEKS				
Timeline	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
March 18 – 29 Mar. 21- Report Card Pick-Up	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> - Distinguish long and short vowels when reading regularly spelled one- syllable words. - Know spelling-sound correspondences for additional common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words. <p>- Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>- Compare and contrast the most important points presented by two texts on the same topic.</p> <p>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.</p> <ul style="list-style-type: none"> - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of 	<p>FOCUS:</p> <hr/> RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c RI.2.9 L.2.4 L.2.4a L.2.4b L.2.4c L.2.4d L.2.4e	Corecommonstandards.com binder Saxon Phonics Lessons Journeys- anchor story-Penguin Chick Moby Max Readworks Vocabulary A-Z Teachers Pay Teachers resources	RF.2.3a-f RF.2.4a-c RI.2.9 L.2.4a-e W.2.1

RF.Standards will be tested in phonics.

	<ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - 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. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - 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. <ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</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. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - Describe how reasons support specific points the author makes in a text. - 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. <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ul style="list-style-type: none"> - Use collective nouns (e.g., <i>group</i>). <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ul style="list-style-type: none"> - Use collective nouns (e.g., <i>group</i>). 	<p>ONGOING:</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.10</p> <p>L.2.1</p> <p>L.2.1a</p>	<p>RF. Standards will be tested in phonics.</p>	
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	<ul style="list-style-type: none"> - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - 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>). <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> - Compare formal and informal uses of English. <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). - 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>). <p>-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>).</p> <ul style="list-style-type: none"> - 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. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. - 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. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>L.2.1b L.2.1c L.2.1d L.2.1e L.2.1f</p> <p>L.2.2 L.2.2a L.2.2b L.2.2c L.2.2d L.2.2e</p> <p>L.2.3 L.2.3a</p> <p>L.2.5 L.2.5a L.2.5b</p> <p>L.2.6</p> <p>W.2.1 W.2.2 W.2.3 W.2.5 W.2.6</p>	<p>RF. Standards will be tested in phonics.</p>	
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	<ul style="list-style-type: none"> -Recall information from experiences or gather information from provided sources to answer a question. -Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. - 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). - Build on others’ talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. - 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.) 	<p>W.2.8 SL.2.1</p> <p>SL.2.1a</p> <p>SL.2.1b SL.2.1c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.6</p>		
<p>April 1 – 12</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> - Distinguish long and short vowels when reading regularly spelled one- syllable words. - Know spelling-sound correspondences for additional common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words. - - Describe how reasons support specific points the author makes in a text. - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). -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>). -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). 	<p>FOCUS: RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f</p> <p>RI.2.8</p> <p>L.2.5a</p> <p>L.2.6</p> <p>W.2.7</p>	<p>RF. Standards will be tested in Phonics.</p>	<p>RF.2.3a-f RI.2.8 L.2.5a L.2.6</p>

	<ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - 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. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - 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. <ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</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. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - Compare and contrast the most important points presented by two texts on the same topic. - 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. <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ul style="list-style-type: none"> - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - 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>). 	<p>ONGOING:</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>L.2.1</p> <p>L.2.1a</p> <p>L.2.1b</p> <p>L.2.1c</p> <p>L.2.1d</p> <p>L.2.1e</p> <p>L.2.1f</p>	<p>RF.Standards will be tested in Phonics.</p>	
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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - 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. <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> - Compare formal and informal uses of English. <p>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.</p> <ul style="list-style-type: none"> - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> - 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>). <p>- 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.</p> <p>- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>- 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.</p> <p>- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>- Recall information from experiences or gather information from provided sources to answer a</p>	<p>L.2.2</p> <p>L.2.2a L.2.2b L.2.2c L.2.2d L.2.2e</p> <p>L.2.3 L.2.3a</p> <p>L.2.4</p> <p>L.2.4a L.2.4b</p> <p>L.2.4c</p> <p>L.2.4d</p> <p>L.2.4e</p> <p>L.2.5 L.2.5b</p> <p>W.2.1</p> <p>W.2.2</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.8</p>	<p>RF. Standards will be tested in phonics.</p>	
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	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> - 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). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> - 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. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. - 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.) 	<p>SL.2.1</p> <p>SL.2.1a</p> <p>SL.2.1b</p> <p>SL.2.1c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.6</p>		
<p>April 15 – 26</p>	<p>- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ul style="list-style-type: none"> - Use collective nouns (e.g., <i>group</i>). - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - 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>). <p>- Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <ul style="list-style-type: none"> - 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. 	<p>FOCUS:</p> <p>RL.2.5</p> <p>L.2.1</p> <p>L.2.1a</p> <p>L.2.1b</p> <p>L.2.1c</p> <p>L.2.1d</p> <p>L.2.1e</p> <p>L.2.1f</p> <p>ONGOING:</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p>	<p>Corecommonstandards.com binder</p> <p>Saxon Phonics Lessons Journeys-anchor story-Mr. Tanen's Tie Trouble</p> <p>Moby Max</p> <p>Readworks</p> <p>Vocabulary A-Z</p> <p>Teachers Pay Teachers resources</p> <p>RF. Standards will be tested in phonics.</p>	<p>RL.2.5</p> <p>L.2.1a-f</p>

	<ul style="list-style-type: none"> - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - 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. <ul style="list-style-type: none"> - 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. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</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. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - Describe how reasons support specific points the author makes in a text. - Compare and contrast the most important points presented by two texts on the same topic. - 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. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - 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. <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> - Compare formal and informal uses of English. <p>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.</p> <ul style="list-style-type: none"> - 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., <i>happy/unhappy</i>, <i>tell/retell</i>). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). 	<p>RL.2.4</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>L.2.2</p> <p>L.2.2a</p> <p>L.2.2b</p> <p>L.2.2c</p> <p>L.2.2d</p> <p>L.2.2e</p> <p>L.2.3</p> <p>L.2.3a</p> <p>L.2.4</p> <p>L.2.4a</p> <p>L.2.4b</p> <p>L.2.4c</p>	<p>RF. Standards will be tested in phonics.</p>	
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	<p>- 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>).</p> <p>- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>- Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>- 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>).</p> <p>-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>).</p> <p>- 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.</p> <p>- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>- 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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>- 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)</p> <p>- Recall information from experiences or gather information from provided sources to answer a question.</p> <p>-Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>- 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).</p> <p>- Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>L.2.4d</p> <p>L.2.4e</p> <p>L.2.5</p> <p>L.2.5a</p> <p>L.2.5b</p> <p>L.2.6</p> <p>W.2.1</p> <p>W.2.2</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p> <p>W.2.7</p> <p>W.2.8</p> <p>SL.2.1</p> <p>SL.2.1a</p> <p>SL.2.1b</p>	<p>RF. Standards will be tested in phonics,</p>	
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	<p>through other media.</p> <ul style="list-style-type: none"> - 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. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. - 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.) 	<p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.6</p>		
<p>April 29 – May 10</p>	<ul style="list-style-type: none"> - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. - 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. - Use an apostrophe to form contractions and frequently occurring possessives. - Use collective nouns (e.g., <i>group</i>). - 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>). - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. - 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. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - 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. - Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 	<p>FOCUS:</p> <p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>L.2.2c</p> <p>L.2.1a</p> <p>L.2.5b</p> <p>W.2.6</p> <p>ONGOING:</p> <p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p> <p>RL.2.7</p> <p>RL.2.9</p> <p>RL.2.10</p> <p>RI.2.1</p>	<p>Corecommonstandards.com binder Saxon Phonics Lessons Journeys- anchor story-The Mysterious Tadpole Moby Max Readworks Vocabulary A-Z Teachers Pay Teachers resources</p> <p>RF. Standards will be tested in phonics.</p>	<p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p> <p>L.2.2c</p> <p>L.2.1a</p> <p>L.2.5b</p>

	<ul style="list-style-type: none"> - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</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. - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - Describe how reasons support specific points the author makes in a text. - Compare and contrast the most important points presented by two texts on the same topic. - 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. <p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <ul style="list-style-type: none"> - Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). - Use reflexive pronouns (e.g., <i>myself, ourselves</i>). - Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - 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>). <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> - Compare formal and informal uses of English. <p>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.</p> <ul style="list-style-type: none"> - 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., <i>happy/unhappy, tell/retell</i>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>RI.2.2</p> <p>RI.2.3</p> <p>RI.2.4</p> <p>RI.2.5</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p> <p>RI.2.10</p> <p>L.2.1</p> <p>L.2.1b</p> <p>L.2.1c</p> <p>L.2.1d</p> <p>L.2.1e</p> <p>L.2.1f</p> <p>L.2.2</p> <p>L.2.2a</p> <p>L.2.2b</p> <p>L.2.2d</p> <p>L.2.2e</p> <p>L.2.3</p> <p>L.2.3a</p> <p>L.2.4</p> <p>L.2.4a</p> <p>L.2.4b</p> <p>L.2.4c</p> <p>L.2.4d</p> <p>L.2.4e</p>	<p>RF. Standards will be tested in phonics.</p>	
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	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> - Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). -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>). - 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. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. - 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. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - Participate in shared research and writing project (e.g. read a number of books on a single topic to produce a report; record science observations) - Recall information from experiences or gather information from provided sources to answer a question. -Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> - 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). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - 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. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. - 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.) 	<p>L.2.5 L.2.5a</p> <p>L.2.6</p> <p>W.2.1</p> <p>W.2.2</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.7</p> <p>W.2.8</p> <p>SL.2.1</p> <p>SL.2.1a</p> <p>SL.2.1b</p> <p>SL.2.1c</p> <p>SL.2.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.6</p>		
<p>May 13 – May 23 Review /Nine Weeks</p>	<p>Nine Weeks Test Review and Test</p>		<p>Nine Weeks Test</p>	<p>All above 9 weeks test</p>

