***Murray County Schools***



***2nd Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature****GSEL.2.1** – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**GSEL.2.1a** – Infer the main idea and supporting details in narrative texts.**GSEL.2.3** – Describe how characters in a story respond to major events and challenges.**Informational Text****GSERI.2.1** – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**GSERI.2.3** – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**GSERI.2.4** – Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.**GSERI.2.5** – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**Foundational Skills****GSERF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.**GSERF.2.3a** – Distinguish long and short vowels when reading regularly spelled one-syllable words.**GSERF.2.3b** – Know spelling-sound correspondences for additional common vowel teams.**GSERF.2.3d** – Decode words with common prefixes and suffixes.**GSERF.2.4** – Read with sufficient accuracy and fluency to support comprehension. **Language****GSEL.2.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**GSEL.2.1a** – Use collective nouns (e.g., group).**GSEL.2.1f** – 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).**GSEL.2.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.2.2a** – Capitalize holidays, product names, and geographic names.**GSEL.2.2e** – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**GSEL.2.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.**GSEL.2.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibility from an array of strategies.**GSEL.2.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.**GSEL.2.4e** – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**Speaking and Listening****GSESL.2.1a** – 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).**GSESL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.**GSESL.2.1c** – Ask for clarification and further explanation as needed about the topics and texts under discussion.**Writing****GSEW.2.3** – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  | **Literature****GSERL2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.**GSERL2.5** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**GSERL2.9** – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**Informational Text****GSERI.2.2** – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**GSERI.2.7** – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text).**Foundational Skills****GSERF.2.3c** – Decode regularly spelled two-syllable words with long vowels.**GSERF.2.3e** – Identify words with inconsistent but common spelling-sound correspondences.**GSERF.2.3f** – Recognize and read grade-appropriate irregularly spelled words.**Language****GSEL.2.1b** – Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**GSEL.2.2b** – Use commas in greetings and closings of letters.**GSEL.2.2c** – Use an apostrophe to form contractions and frequently occurring possessives.**GSEL.2.4b** – Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**GSEL.2.4d** – Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**Speaking and Listening****GSESL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**GSESL2.3** – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**Writing****GSEW.2.2** – Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**GSEW.2.5** – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | **Literature****GSEL.2.6** – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**GSEL.2.7** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**Informational Text****GSERI.2.5** – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**GSERI.2.6** – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**GSERI.2.8** – Describe how reasons support specific points the author makes in a text.**GSERI.2.9** – Compare and contrast the most important points presented by two texts on the same topic.**Foundational Skills****GSERF.2.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**Language****GSEL.2.1c** – Use reflexive pronouns (e.g., myself, ourselves).**GSEL.2.1f** – 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).**GSEL.2.5** – Demonstrate understanding of word relationships and nuances in word meanings.**GSEL.2.5a** – Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**Speaking and Listening****GSESL.2.4** – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**GSESL.2.5** – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**Writing****GSEW.2.1** – Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words.**GSEW.2.6** – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**GSEW.2.7** – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**GSEW.2.8** – Recall information from experiences or gather information from provided sources to answer a question. | **Literature****GSEL.2.10** – By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Informational Text****GSERI.2.10** – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Foundational Skills****GSERF.2.4a** – Read on level text with purpose and understanding.**GSERF.2.4b** - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **Language****GSEL.2.2d** – Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).**GSEL.2.3a** – Compare formal and informal uses of English.**GSEL.2.4c** – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**GSEL.2.5b** – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**GSEL.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**Speaking and Listening****GSESL.2.1** – Participate in collaborative conversations with diverse partners about Grade 2 topics and text with peers and adults in small and larger groups.**GSESL.2.6** – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (see Grade 2 Language standards 35 and 37 for specific expectations). |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| **First Nine Weeks** | **Second Nine Weeks** | **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Literature*** Ask
* Answer
* Key Detail
* Plot
* Character
* Infer
* Question
* Main Idea
* Author
* Illustrator
* Event
* Sequence

**Informational Text*** Ask
* Answer
* Key Detail
* Historical Event
* Scientific Concepts
* Technical Procedure
* Text
* Phrase

**Foundational Skills*** Decode
* Consonant
* Short-Vowel Sound
* Long-Vowel Sound
* Syllable
* Silent-E
* Accuracy
* Fluency
* Comprehension

**Language*** Collective Noun
* Singular Noun
* Plural Noun
* Simple Sentence
* Independent Clause
* Exclamation Point
* Period
* Question Mark
* Punctuation
* Multiple-Meaning Word
* Clarify

**Speaking and Listening*** Rule
* Discussion
* Respectful
* Listen
* Clarify
* Explain
* Take Turns
* Active Listening
* Elaborate
* Question
 | **Literature*** Fable
* Folktales
* Moral
* Lesson
* Culture
* Theme
* Story
* Structure
* Plot
* Setting
* Conclusion
* Fairytale
* Idiom
* Legend
* Myth
* Beginning
* Middle
* End
* Problem
* Solution
* Major
* Event
* Cause
* Effect

**Informational Text*** Text Feature
* Captions
* Bold Print
* Main Idea
* Paragraph
* Electronic Menu
* Series of Events
* Steps
* Icon
* Index
* Key Fact
* Procedure
* Subheadings
* Diagram
* Reasons
* Clarify
* Digital Sources
* Analyze
* Glossary
* Opinion
* Dictionary

**Foundational Skills*** Syllable
* Irregularly-Spelled Word
* Accuracy
* Fluency
* Comprehension

**Language*** Comma
* Verb
* Past Tense Verb
* Irregular Verb
* Greeting
* Closing
* Apostrophe
* Contraction
* Possessive
* Compound Word
* Homonym
* Homophone
* Multiple-Meaning Word

**Speaking and Listening*** Recount
* Key Detail
* Topic
 | **Literature*** Poem
* Rhyme
* Rhythm
* Alliteration
* Repetition
* Stanza
* Point of View
* Dialogue
* Voice
* Opinion
* Reason
* Illustration

**Informational Text*** Main Purpose
* Compare
* Contrast
* Support
* Images
* Point of Vie

**Foundational Skills*** Affix
* Prefix
* Suffix
* Root Word
* Context Clue
* Accuracy
* Fluency
* Comprehension

**Language*** Context Clue
* Prefix
* Suffix
* Adjective
* Adverb
* Figurative Language
* Imagery

**Speaking and Listening*** Tell
* Relevant
 | **Literature*** Compare
* Contrast
* Similar
* Difference

**Informational Text*** Topic
* Compare
* Contrast

**Foundational Skills*** Rate
* Expression
* Accuracy
* Fluency
* Comprehension

**Language*** Reflexive Pronoun
* Formal Language
* Informal Language
* Root Word
* Adjective
* Adverb
* Multiple-Meaning Words
* Phrases

**Speaking and Listening*** Collaborate
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