

Walton County Schools

2nd Grade Reading Pacing Calendar (2015-16)

The resources used for instruction may vary.

First Nine Weeks

Standards to be Taught / New Skills

Reading Literature:

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELAGSE2RL10 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.

Reading Informational Text:

ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Review Skills

Reading Foundational Skills:

ELAGSE2RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

ELAGSE2RF3b Know spelling-sound correspondences for additional common vowel teams.

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words.

Writing: Narrative

ELAGSE2W3 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.

ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- a. May include prewriting.

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about*

the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL5 With guidance and support, 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.

Language:

ELAGSE2L1a Use collective nouns (e.g., *group*).

ELAGSE2L1g Create documents with legible handwriting.

ELAGSE2L2a Capitalize holidays, product names, and geographic names.

ELAGSE2L2 b Use commas in greetings and closings of letters.

ELAGSE2L2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

ELAGSE2L4a Use sentence-level context as a clue to the meaning of a word or phrase.

ELAGSE2L4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Second Nine Weeks

Standards to be Taught / New Skills

Reading Literature:

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

Reading Informational Text:

ELAGSE2RI5 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.

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.

Reading Foundational Skills:

ELAGSE2RF3c Decode regularly spelled two-syllable words with long vowels.

Writing: Informative/Explanatory

ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

a. May include prewriting.

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Review Skills

Reading Literature:

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL10 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.

Reading Informational Text:

ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills:

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

d. Read grade-appropriate irregularly spelled words.

Speaking and Listening:

ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3 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.

Language:

ELAGSE2L1b Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

ELAGSE2L1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

ELAGSE2L1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

ELAGSE2L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ELAGSE2L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their uses. (e.g., describe foods that are spicy or juicy).

b. Distinguish shades of meaning among closely related verbs (eg., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Writing:**Speaking and Listening:**

ELAGSE2SL5 With guidance and support, 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.

Language:

ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

Third Nine Weeks

Standards to be Taught / New Skills

Reading Literature:

ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Informational Text:

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.

Reading Foundational Skills:

ELAGSE2RF3d Decode words with common prefixes and suffixes.

ELAGSE2RF3e Identify words with inconsistent but common spelling-sound correspondences.

Writing:

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

a. May include prewriting.

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with

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Speaking and Listening:

ELAGSE2SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language:

ELAGSE2L1c Use reflexive pronouns (e.g., *myself, ourselves*).

ELAGSE2L1f 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*).

ELAGSE2L2c Use an apostrophe to form contractions and frequently occurring possessives.

ELAGSE2L4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

ELAGSE2L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

Writing:

Speaking and Listening:

Language:

ELAGSE2L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Fourth Nine Weeks	
<p>All standards were taught during the first three quarters. Therefore, during the 4th quarter teachers will review standards that have not been mastered by students in their classrooms.</p>	