

**First 9-Weeks: English Standards Pacing at a Glance**

**Grade 2**

<p><b>Phonemic Principles</b> (2.4) a, b, c, d, e <b>Decoding</b> (2.6) a, b, c, d <b>Fluency</b> (2.8) j (2.9) h</p>	<p><b>Comprehension Fiction</b> (2.8) a, b, e, f, i</p>	<p><b>Comprehension Fiction continued</b> (2.8) a, c, d, e, f, h</p>	<p><b>Comprehension Non-Fiction</b> (2.9) b, e, f</p>	<p><b>Word Knowledge Phonics</b> (2.5) a, b, c <b>Reference Resource</b> (2.10) a, b <b>Vocabulary</b> (2.7) a, c, d, e</p>	<p><b>Writing Genre Targets:</b> Describe a character in a story Write a Story: fantasy or fable Write to a prompt: topic on experiences Answer a question in complete sentence</p>	
<p><b>Phonemic Awareness</b> Securely Counts, Blends, Segments, Adds and Deletes Phonemes in One-syllable Words Orally Blends and Segments syllables in multisyllabic words <b>Decoding Strategy</b> Look at Word Look for Word Parts Think about Letter Sounds Blend the Sounds Check: Does it make sense? Is it a word I know? <b>Reread &amp; Self-Correct</b> Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right? <b>Fluency</b> Automatically reads Familiar High Frequency Words Uses Punctuation and Specialized Print Reads with Expression: phrasing, emphasis, and tone of voice</p>	<p><b>Genre Targets Realistic, Fantasy Fiction and Fables</b> <b>Story Vocabulary:</b> Character, Setting, Problem, Events <b>Realism vs. Fantasy</b> Characteristics of each Distinguish Realism from Fantasy <b>Story Structure:</b> Beginning (place, time, introduce characters), Middle (events + learning about characters), End (story comes to close) <b>Make Connections:</b> Text-Self, Text-Text <b>Make Predictions</b> based on story and own knowledge and use story to confirm; predict what might have happen if <b>Set a Purpose for Reading</b> <b>Ask and Answer Questions</b> Who, What, Where, When, Why, How <b>Comprehension Strategies</b> <u>Summarize:</u> Think about the main idea or important parts of the story. Tell important things in own words. <u>Monitor/Clarify:</u> Does this make sense? Should I re-read, read ahead, or should I use the illustrations to understand? <u>Predict:</u> Make, confirm, and revise predictions as read <b>Moral of Fable Statement</b></p>	<p><b>Genre Targets Realistic &amp; Fantasy Fiction and Riddle</b> <b>Analysis of genre distinguishing characteristics</b> <b>Analysis of Illustrator's Use of Pictures:</b> What is shown/how it is shown? How do illustrations support the words? How do illustrations add to the words--details not stated? <b>Character Analysis based on:</b> how a character looks, what the character says, does, thinks, and what is said about the character <b>Comprehension Skills</b> Making judgments Problem solving Making inferences/using story details to support Identifying Cause and Effect Noting important details Reread to Clarify Understanding Drawing conclusions/using story words and illustrations to support Compare/contrast, including how character changes, and difference between 2 characters, esp. in fables Sequencing events Explaining why/cause of an event <b>Author's Craft:</b> how creates humor; why uses ellipsis, how gives hints in story</p>	<p><b>Genre Targets Functional (How to) Directions, Reference Resources, Informational Article</b> Difference between nonfiction and fiction <u>Predict:</u> Make, confirm, and revise predictions about main idea <b>Analysis of Use of Pictures, Diagrams, Maps, Charts:</b> What is shown/how it is shown? How does a picture, diagram, or chart support the words? How does a picture, diagram, or chart add to the words--details not stated? <b>Use of Bold Print</b> <b>Ask and Answer</b> Who, What, Where, When, Why, How Questions Identify where to find answers to questions Use resources to answer questions <b>Comprehension Skills</b> Identify Topic Reread to Clarify Understanding Locate Information Use Table of Contents <b>Summarize Using Graphic Organizers</b> <u>Web or Cluster:</u> Main Idea/Supporting Details <u>Venn Diagram:</u> How are</p>	<p><b>Word Analysis</b> <u>Review Short Vowels a, i; o, u, e:</u> in 1 and 2 syllable words with beginning and ending consonant blends &amp; ch/tch; k/ck; ge/edg words <u>Syllabication Concepts</u> Vowel in each syllable VCCV syllabication Closed syllables Sound and blend in sequence <u>Pronouncing short and long vowel words ending in -s, -ed, -ing</u> <u>Short Vowels o,u,e VCCV 2-syllable</u> <u>Long Vowels a, i: CVCe</u> <u>Long Vowels i spelled igh</u> <u>Long Vowels o,u,e: CVCe</u> <u>Soft and Hard g sounds</u> <u>Verb +n't contractions</u> <b>Spelling</b> <b>Grade-Level Targets</b> <u>Short Vowels a, i:</u> VC and CVC with blends <u>Short Vowels e, o, u:</u> single syllable, with consonant blends <u>Vowel-Consonant-e</u> single syllable + exceptions <i>have</i> &amp; <i>give</i> <b>Common Sight &amp; High Frequency Words</b> <b>Student Developmental Level</b> Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p><b>Composition Written Expression</b> (2.12) a, b, c <b>Follow Established Workshop Routine</b> <b>Prewriting for Ideas</b> Hear Professional &amp; Peer Writing Brainstorm Ideas by Drawing Pictures, Listing Ideas, Completing Graphic Organizer Talk with peer Note-taking <b>Organizing</b> Clear Topic Grouping Related Ideas Sequencing Ideas <b>Revising to Elaborate</b> Adding Interesting &amp; Specific details Descriptive sensory words Technical Vocabulary in Nonfiction Illustrations Connect to Meaning <b>Author's Voice</b> Writer's Voice adds interest Natural Sounding Sentences</p>	<p><b>Usage &amp; Mechanics</b> (2.13) a, b, c, h (2.14) <b>Grammar</b> Naming Word: Noun Writing Dates: Capitalization and punctuation Naming self last in series <b>Capitalization</b> Beginning of Sentence Proper Nouns Pronoun "I" <b>Punctuation</b> Period &amp; Question Mark Exclamation Mark <b>Sentences</b> <b>Concept of Sentence:</b> Naming and telling/action parts Capital letter/end punctuation Definition of a sentence Concept of Question <b>Spelling</b> Spells 3 and 4 letter short vowel words Familiar High Frequency Words Uses Classroom Resources <b>Handwriting</b> Letter Formation Word Spacing Sentence Spacing Indentation <b>Word Processing</b> Implement Word <a href="#"><u>Processing Skills Scope and Sequence.</u></a></p>

		<p><b>Graphic Organizers</b>  <u>Story Structure Map</u>  <u>2-column T-Chart, Problem/Solution story chart</u>  <u>T Chart: Fantasy/Realism:</u>          Could really happen/Could not Happen  <u>Venn Diagram:</u> How are genre/selections alike and different; how are characters alike and different  <u>Flow Chart:</u> sequencing events (signal words: first, next, last, then, before, finally)</p>	<p><u>genre/selections alike and different</u>  <u>Flow Chart:</u> ordering steps in a process (signal words: first, next, last, then, before, finally)</p>	<p><b>Vocabulary</b>          Homophones          Synonyms  <u>Multiple Meaning Words, e.g., ball, tire, fair, match, saw</u>  <u>Onomatopoeia</u>          words/sound words e.g., hiss, sizzle, tick tock, ding dong, etc.,  <u>Compound Words</u>  <u>Words to describe characters</u>  <u>Content Vocabulary</u>          Strong verbs and nouns</p>		
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Phonemic Principles (2.4) a, b, c, d, e Decoding (2.6) a, b, c, d Fluency (2.8) j (2.9) h	Comprehension Fiction, Poetry (2.8) a, b, e, f, i	Comprehension Fiction continued (2.8) a, c, d, e, f, h	Comprehension Non-Fiction (2.9) b, e, f	Word Knowledge Phonics (2.5) a, b, c Reference Resource (2.10) a, b Vocabulary (2.7) a, c, d, e	Writing Genre Targets <u>Descriptive paragraph</u> : something (place, object, animal, activity) or someone (person) important or interesting <u>Journal Writing</u> : 1 Paragraph informational, personal experience, to a prompt or choice topic <i>etc.</i> <u>Descriptive Poem</u> : use diamante, cinquain bio poem, another formula, or concrete to describe something or someone or self <u>Friendly Letter</u> : date, greeting, body, closing name	
Phonemic Awareness Securely Blends, Segments, Adds and Deletes Phonemes in One-syllable Words Orally Blends and Segments syllables in multisyllabic words Decoding Strategy Look at Word Look for Word Parts/ Syllables, consonant clusters Think about the Letter Sounds Blend the Sounds Check: Does it make sense? Is it a word I know? Reread & Self-Correct Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right? Fluency Automatically reads Familiar High Frequency Words Uses Punctuation and Specialized Print Reads with Expression: phrasing, emphasis, and tone of voice	Genre Targets <b>Poetry &amp; Realistic Fiction</b> <b>Characteristics of Poetry</b> , rhyme, rhythm, telling a story, describing someone or something, or creating a feeling, repeated words <b>Compare/Contrast Poem and Story forms/structure</b> <b>Author's use of language</b> : visual images, comparisons, especially of two unlike things, use of action verbs, rhyme, <b>Poems</b> : Describe things, tell a story, or express a feeling/make reader feel a certain way <b>Poem Structure</b> : stanza, line, concrete or shape poems <b>Rhythm/beat</b> of words and syllables, phasing, repetition <b>Visualizing</b> : see in their minds what the poem's words are describing <b>Author's Craft</b> : how creates humor; how creates images/meaning through sensory details and use of similes; how creates emphasis <b>Story Vocabulary</b> : Character, Setting, Problem, Events <b>Realism vs. Fantasy</b> Characteristics of each Distinguish Realism from Fantasy	Genre Targets <b>Realistic Fiction</b> <b>Analysis of genre distinguishing characteristics</b> <b>Story Vocabulary</b> : Character, Setting, Problem, Events (actions to solve problem), narrator (character in story) <b>Story Structure</b> : Beginning (place, time, introduce characters), Middle (events + learning about characters), End (story comes to close <b>Analysis of Illustrator's Use of Pictures</b> : What is shown/how it is shown? How do illustrations support the words? How do illustrations add to the words--details not stated? How do illustrations help the reader make inferences? How do illustrations help the reader predict if selection is fantasy/make believe or realistic <b>Make Connections</b> : Text-Self, Text-Text (focus on characters and setting connections/similarities) <b>Make Predictions</b> based on story and own knowledge and use story to confirm or revise; predict what might have happen if <b>Set a Purpose for Reading</b> <b>Ask and Answer Questions</b> Who, What, Where, When,	Genre Targets <b>Informational (science) Article &amp; Directions</b> Characteristics of Nonfiction <u>Use of Table of Contents</u> <u>Set Purpose for Reading</u> : use title and pictures to ask questions to answer <u>Predict</u> : Make, confirm, and revise predictions about main idea or what will learn <b>Analysis of Use of Diagrams, Photographs, Charts, Maps, Illustrations</b> : What is shown/how it is shown? How does a photograph, diagram, or chart support the words? How does a photograph, diagram, or chart add to the words--details not stated? <b>Use of Bold Print Captions, headings</b> <b>Text Organization</b> : Special structures author used, e.g., asking a question on one page an answering it on the next; way uses pictures and text, use of captions; steps in directions <b>Make Connections</b> : Text-Self, Text-Text (focus on author's purpose and use of facts in fiction and nonfiction) <b>Ask and Answer</b> : Ask Who, What, Where, When, Why, How questions to answer while or after reading Identify information for KWL	<b>Word Analysis</b> <u>Review Short and long Vowels a, i; o, u, e</u> Review beginning and ending consonant clusters: blends, doubles, complex like <i>ck, ge, dge, ch, tech</i> <u>Syllabication Concepts</u> Vowel in each syllable VCCV syllabication Closed syllables Sound and blend in sequence <u>Consonant Digraphs</u> : th, wh, sh, ch (tch) <u>-er and -est words of comparison</u> <u>Compound Words</u> <u>Suffixes</u> : -ly, -ful <u>Syllables</u> : -tion, -ture <u>Plural</u> : -s and -es <u>Long Vowel a: ai and ay</u> <u>Long Vowel e: ea, ee, e</u> <u>Ow or ou sound of cow</u> <u>Two sounds for c /k/ /s/</u> <u>Word ending double consonants</u> : ll, ff, ss, dd, gg, ss <u>Dictionary Skills</u> : Alphabetizing using second letter; entry words, guide words; beginning (A-K) middle (L-S), end (T-Z)	Composition Written Expression (2.12) a, b, c	Usage & Mechanics (2.13) a, b, c, h (2.14)
					<b>Follow Established Workshop Routine</b> Hear Professional & Peer Writing Brainstorm/listing Ideas Complete Graphic Organizer Talk with peer Note-taking <b>Organizing</b> Clear Topic & Beginning Related Ideas grouped Ideas sequenced using signal words: e.g, first, next, last, then, before, finally) <b>Revising to Elaborate</b> Add Interesting & specific details Develop by telling enough Use descriptive, sensory words and details	<b>Grammar</b> Review: Naming self last in series, Concept and punctuation of sentence Naming (person, place, thing) Words/Nouns, Common & Proper Nouns, Singular & Plural Nouns Sentences of command with understood "you" Difference between command and telling sentences; difference between exclamatory and telling sentences <b>Capitalization</b> Beginning of Sentence Proper Nouns Pronoun "I" <b>Punctuation</b> Uses and edits for forms of end punctuation ( . ? ! ) <b>Paragraph</b> <b>Concept of Paragraph</b> : Tells about 1 idea/topic Indented first line Topic sentence and details about topic Complete sentences

<p><b>Fiction Character Graphic Organizer</b> 2-column T-Chart: What character is like and Story Evidence</p>	<p><b>Story Structure:</b> Beginning (place, time, introduce characters), Middle (events + learning about characters), End (story comes to close)</p> <p><b>Sequencing Events:</b> List things character did in order; use sequencing words, e.g., <i>first, then, next</i></p> <p><b>Character Analysis based on:</b> how a character looks, what the character says, does, thinks, and what is said about the character</p> <p><b>Author's Purpose:</b> explain why author included specific character behaviors; make an inference about the character</p> <p>Explain why the author included specific details</p> <p><b>Author's Viewpoint:</b> draw a conclusion regarding how the author feels about a topic.</p> <p><b>Comprehension Skills</b> Reread to Clarify Understanding Make inferences using story details to support Identifying Cause and Effect: Explaining why/cause of an event Note details in words and pictures Draw conclusions/using story words and illustrations to support Compare/contrast the content and/or structure of 2 poems; a poem and a story, 2 stories, a fiction and nonfiction selection</p> <p><b>Graphic Organizers</b> <u>Flow Chart:</u> ordering sequence of events using signal words: first, next, last, then, before, finally</p>	<p>Why, How</p> <p><b>Comprehension Strategies</b> <u>Summarize:</u> Think about the main idea or important parts of the story. Tell important things in own words. <u>Monitor/Clarify:</u> Does this make sense? Should I re-read, read ahead, or should I use the illustrations to understand? <u>Predict:</u> Make, confirm, and revise predictions as read <u>Evaluate:</u> How do I feel about what I've read? Do I agree or disagree with it? Am I learning what I wanted to know? How good a job has the author done?</p> <p><b>More Comprehension Skills</b> Fact and Opinion Categorize and Classify information Making and supporting judgments Problem solving Reread to Clarify Understanding Compare/contrast, including how character are similar or different in two or more selections</p> <p><b>Graphic Organizers</b> <u>2or 4 Column Chart:</u> <u>categorize/classify information</u> <u>3-column Comparison/ Contrast Chart:: (Col. 1 point to consider, Col. 2 selection 1, Col. 3 selection 2</u> <u>Flow Chart:</u> sequencing events or actions taken to solve a problem (signal words: first, next, last, then, before, finally)</p>	<p>chart</p> <p>Identify where to find answers to questions/locate information Use resources to answer questions</p> <p><b>Evaluate:</b> How do I feel about what I've read? Do I agree or disagree with it? Am I learning what I wanted to know? How good a job has the author done?</p> <p><b>Author's Craft:</b> use of onomatopoeia, simile, and techniques to show emphasis</p> <p><b>Comprehension Skills</b> Reread to Clarify Understanding Identify Topic, Main Idea, and Supporting Details Make inferences Make Generalizations or Draw Conclusions about the author's 1) word choice, 2) viewpoint/opinion Fact and Opinion Compare and contrast information across different texts Categorize, Classify, Cluster information to organize and take notes</p> <p><b>Summarize</b> <b>Using Graphic Organizers</b> <u>K-W-L Chart</u> nonfiction topic <u>T-chart:</u> Facts and Opinions <u>Web or Cluster:</u> categories of a topic, details to elaborate categories <u>2- 4 Column Chart:</u> <u>categorize/classify information</u> <u>3-column Comparison/ Contrast Chart:: (Col. 1 point to consider, Col. 2 selection 1, Col. 3 selection 2</u> Compare/Contrast fiction and nonfiction selections on same topic <u>Flow Chart:</u> ordering steps in a process (signal words)</p>	<p><b>Spelling</b> <b>Grade-Level Targets</b> <u>Consonant cluster</u> <u>word beginnings or endings:</u> blends, digraphs, doubles, complex consonants like <i>ck, ch,</i> <u>Long Vowel a:</u> ai and ay Long Vowel e: ea, ee, e <u>Vowel Pairs:</u> ow and ou sound in <i>cow</i></p> <p><b>Common Sight &amp; High Frequency Words</b></p> <p><b>Student Developmental Level</b> Based on <u>Words Their Way</u> and <u>Word Journeys</u></p> <p><b>Vocabulary</b> Rhyming Words Synonyms <u>Multiple Meaning Words</u> <u>Onomatopoeia</u> words/sound words e.g., <i>hiss, sizzle, tick tock, ding dong, etc.,</i> <u>Review Compound Words</u> <u>Build knowledge of words to describe characters</u> <u>Extend knowledge of specific, exact nouns</u> <u>Begin to use context</u> to understand the meaning of unfamiliar words <u>Content Vocabulary</u> Specific verbs and nouns</p>	<p>Use specific, exact nouns Vary kinds of sentences</p> <p><b>Author's Voice</b> Writer's Voice adds interest Natural Sounding Sentences</p> <p><b>Edit</b> <u>Proofread to correct</u> Capitalization Punctuation Plural noun forms: -s/-es, irregular Spelling: Common words and familiar high frequency words &amp; patterns Sentences: Complete, not run-on <u>Uses Classroom Resources to check spelling:</u> word wall, dictionary, classroom anchor charts</p>	<p>Correct run-on sentences</p> <p><b>Friendly Letter</b> Parts: Date, Greeting, Body, Closing, and Name Audience: thinking about interests and asking questions</p> <p><b>Handwriting</b> Letter Formation Word Spacing Sentence Spacing Indentation</p> <p><b>Word Processing</b> Implement Word <a href="#"><i>Processing Skills Scope and Sequence.</i></a></p>
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**Third 9-Weeks: At a Glance Benchmark Pacing of English Standards**

**Grade 2**

<b>Phonemic Principles</b> (2.4) a, b, c, d, e <b>Phonics Strategies</b> (2.5) a, b, c (2.6) a, b, c, d <b>Fluency</b> (2.8) j (2.9) h	<b>Comprehension Fiction</b> (2.8) a, b, c, e, f, g, h, i	<b>Comprehension Non-Fiction</b> (2.9) a, c, e, f (2.10) a, b, c	<b>Vocabulary</b> (2.9) a, c, e, f (2.10) a, b, c <b>Grammar</b> (2.13) j	<b>Word Knowledge</b> (2.5) b, c (2.7) b	<b>Writing Genre Target: 2 Paragraph Forms</b> 1) information and 2) explanation/how to	
	<b>Genre Targets Fantasy vs. Realism</b>	<b>Genre Targets Article and Directions (Recipe and/or Craft)</b>	<b>Dictionary</b> ABC Order Guide Words Definitions Use Dictionary to Check Spelling Multiple Meaning Word Use context and Dictionary to Determine Correct Meaning Homographs <b>Glossary</b> ABC Order Location of Glossary <b>Signal Words</b> Sequence Comparison/ Contrast Cause/Effect <b>Homophones</b> Review common homophones such as sighed/side; four/for week/weak; hair/hare; tale/tail; see/sea; no/ know hear/here; threw/ through; wood/would <b>Vocabulary Author's Craft</b> Alliteration Onomatopoeia Personification Repetition <b>Grammar</b> past tense verbs -ly words that tell how -er/-est to compare	<b>Word Analysis</b> Segment Words by Syllables <u>Verb Endings:</u> -ed, -ing (double final consonant/ drop final e <u>Irregular Past Tense:</u> is/are; was/were Review: <u>Plural Noun Endings:</u> -s, -es, ies <u>-le Ending in Two-Syllable Words &amp; Adding -ed to Words Ending in -le</u> <u>Prefix:</u> un- Two-syllable Words <u>Ending in -er</u> <u>Contractions</u> Use of <u>a, an, and the</u> <b>Spelling</b> <b>Grade-Level Targets</b> <u>Final Long e sound:</u> y as in puppy <u>Long i sound:</u> igh, ei, y <u>Silent Consonants:</u> gh, k(n), b <u>Vowel Pairs:</u> oo, ew, ue, ou <b>Student Developmental Level</b> Based on <u>Words Their Way</u> and <u>Word Journeys</u> <b>Quotation Marks</b> Show Exactly what Characters Says	<b>Composition Written Expression</b> (2.12) a, b, c (2.13) d	<b>Usage &amp; Mechanics</b> (2.11) (2.13) a, b, c, d, e, h
<b>Phonemic Awareness</b> Securely Counts, Blends, Segments, Adds and Deletes Phonemes in One-syllable Words Orally Blends and Segments syllables in multisyllabic words <b>Read &amp; Self-Correct</b> Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right? Understand meaning of apostrophes in contractions <b>Decode</b> Regular Multi-syllable Words Long Vowel Patterns <b>Fluency</b> Automatically Reads Familiar High Frequency Words Uses Punctuation and Specialized Print to Guide Reading Reads with Expression: phrasing, emphasis, and tone of voice	Make Connections: Text-Self, Text-Text, Text-World Make, Confirm, and Modify/ Revise Predictions Clarify Meaning by Rereading Characterization: Based on What Does - Explain Why Character Acts as s/he Does; Infer Character's Feelings Ask and Answer Questions: Who, What, Where, When, Why, How Make Inferences Draw Conclusions Understand when a Character is Telling the Story /Use of I Plot: Problem/Solution, Actions, Cause/Effect Summarize; Sequence Events; Beginning/Middle/End Compare/Contrast Characters, Stories, Illustrations, Main Ideas Critical Thinking: Evaluate, Make Judgment, Infer Lesson Learned or Story Outcome; Agree/Disagree with Character or Author's Viewpoint Locate Information and Justify Thinking Using Text Use Illustrations & Specialized Print to Make Meaning Use Graphic Organizers to Record Thinking	Understand the Genres: Purpose & Organization Apply Background Knowledge of Genre and Topic Clarify Meaning by Rereading Make Connections: Text-Self, Text-Text Use Text Features: Title, Headings, Visuals, Captions, Charts, Index, Table of Contents Use Graphic Organizer to Summarize Ask and Answer Who, What, Where, When, Why, How Questions Locate Information Categorize Information Make Inferences Draw Conclusions Sequence Events Understand Cause and Effect Compare characters in fiction and nonfiction texts Make Generalizations Give and Justify Opinion Critical Thinking: Make Judgment, Evaluate, Agree/ Disagree with Author's Viewpoint	ABC Order Guide Words Definitions Use Dictionary to Check Spelling Multiple Meaning Word Use context and Dictionary to Determine Correct Meaning Homographs <b>Glossary</b> ABC Order Location of Glossary <b>Signal Words</b> Sequence Comparison/ Contrast Cause/Effect <b>Homophones</b> Review common homophones such as sighed/side; four/for week/weak; hair/hare; tale/tail; see/sea; no/ know hear/here; threw/ through; wood/would <b>Vocabulary Author's Craft</b> Alliteration Onomatopoeia Personification Repetition <b>Grammar</b> past tense verbs -ly words that tell how -er/-est to compare	Segment Words by Syllables <u>Verb Endings:</u> -ed, -ing (double final consonant/ drop final e <u>Irregular Past Tense:</u> is/are; was/were Review: <u>Plural Noun Endings:</u> -s, -es, ies <u>-le Ending in Two-Syllable Words &amp; Adding -ed to Words Ending in -le</u> <u>Prefix:</u> un- Two-syllable Words <u>Ending in -er</u> <u>Contractions</u> Use of <u>a, an, and the</u> <b>Spelling</b> <b>Grade-Level Targets</b> <u>Final Long e sound:</u> y as in puppy <u>Long i sound:</u> igh, ei, y <u>Silent Consonants:</u> gh, k(n), b <u>Vowel Pairs:</u> oo, ew, ue, ou <b>Student Developmental Level</b> Based on <u>Words Their Way</u> and <u>Word Journeys</u> <b>Quotation Marks</b> Show Exactly what Characters Says	<b>Follow Established Workshop Routine Paragraph Format</b> Topic Sentence Developing Sentences Closing Sentence <b>Prewriting</b> Read and Hear Peer & Professional Writing Brainstorm & List Talk with peer; Free-write Create Graphic Organizer Note-taking & Paragraphing <b>Organizing</b> Clear Topic Topic Sentence/ Main Idea Keeping on Topic Grouping Related Ideas Sequencing Ideas Connecting Words <b>Elaborating</b> Interesting & Specific Details Connect to Topic Specific Information within Paragraphs Words to Help the Reader Imagine: Descriptive Vocabulary Revision for Clarity <b>Author's Voice</b> Specific Vocabulary: Exact Nouns Sentence Variety: Long and Short Sentences Natural Sounding Sentences	<b>Capitalization</b> Beginning of Sentence Proper Nouns Pronoun I <b>Punctuation</b> Period & Question Mark Exclamation Mark Apostrophes in Contractions <b>Sentences</b> Complete Sentences Past and Present Verb Tense Combining sentences to have a compound verb <b>Spelling</b> Regular Singular and Plural Nouns -s, -es and Familiar Irregular Nouns Past Tense Verbs -ed High Frequency Words Second Grade Spelling Patterns <b>Handwriting</b> Letter Formation Word Spacing Sentence Spacing Indentation Beginning to Transition to Cursive <b>Word Processing</b> Implement Word Processing Skills Scope and Sequence.

**Fourth 9-Weeks: At a Glance Benchmark Pacing of English Standards**

**Grade 2**

Phonemic Principles (2.4) a, b, c, d, e Phonics Strategies (2.5) a, b, c (2.6) a, b, c, d Fluency (2.8) j (2.9) h	Comprehension Fiction (2.8) a, b, c, e, f, g, h, i	Comprehension Non-Fiction (2.9) a, c, e, f (2.10) a, b, c	Vocabulary (2.9) a, c, e, f (2.10) a, b, c Grammar (2.13) j	Word Knowledge (2.5) b, c (2.7) b	Writing Genre Target: 2 Paragraph Forms 1) information and 2) explanation/how to	
	Genre Targets <b>Fantasy vs. Realism</b>	Genre Targets <b>Article and Directions (Recipe and/or Craft)</b>	Dictionary	Word Analysis	Composition Written Expression (2.12) a, b, c (2.13) d	Usage & Mechanics (2.11) (2.13) a, b, c, d, e, h
<b>Phonemic Awareness</b> Securely Counts, Blends, Segments, Adds and Deletes Phonemes in One-syllable Words  Orally Blends and Segments syllables in multisyllabic words  <b>Read &amp; Self-Correct</b> Meaning: Does it make sense? Structure: Does it sound right? Visual: Does it look right?  Understand meaning of apostrophes in contractions  <b>Decode</b> Regular Multi-syllable Words Long Vowel Patterns  <b>Fluency</b> Automatically Reads Familiar High Frequency Words  Uses Punctuation and Specialized Print to Guide Reading  Reads with Expression: phrasing, emphasis, and tone of voice	Make Connections: Text-Self, Text-Text, Text-World  Make, Confirm, and Modify/Revise Predictions  Clarify Meaning by Rereading  Characterization: Based on What Does - Explain Why Character Acts as s/he Does; Infer Character's Feelings  Ask and Answer Questions: Who, What, Where, When, Why, How  Make Inferences Draw Conclusions  Understand when a Character is Telling the Story /Use of I  Plot: Problem/Solution, Actions, Cause/Effect  Summarize; Sequence Events; Beginning/Middle/End  Compare/Contrast Characters, Stories, Illustrations, Main Ideas  Critical Thinking: Evaluate, Make Judgment, Infer Lesson Learned or Story Outcome; Agree/Disagree with Character or Author's Viewpoint  Locate Information and Justify Thinking Using Text  Use Illustrations & Specialized Print to Make Meaning  Use Graphic Organizers to Record Thinking	Understand the Genres: Purpose & Organization  Apply Background Knowledge of Genre and Topic  Clarify Meaning by Rereading  Make Connections: Text-Self, Text-Text  Use Text Features: Title, Headings, Visuals, Captions, Charts, Index, Table of Contents  Use Graphic Organizer to Summarize  Ask and Answer Who, What, Where, When, Why, How Questions  Locate Information Categorize Information  Make Inferences Draw Conclusions  Sequence Events  Understand Cause and Effect  Compare characters in fiction and nonfiction texts  Make Generalizations  Give and Justify Opinion  Critical Thinking: Make Judgment, Evaluate, Agree/ Disagree with Author's Viewpoint	ABC Order Guide Words Definitions Use Dictionary to Check Spelling  Multiple Meaning Word Use context and Dictionary to Determine Correct Meaning Homographs  <b>Glossary</b> ABC Order Location of Glossary  <b>Signal Words</b> Sequence Comparison/ Contrast Cause/Effect  <b>Homophones</b> Review common homophones such as sighed/side; four/for week/weak; hair/hare; tale/tail; see/sea; no/know hear/here; threw/ through; wood/would  <b>Vocabulary</b> <b>Author's Craft</b> Alliteration Onomatopoeia Personification Repetition  <b>Grammar</b> past tense verbs -ly words that tell how -er/-est to compare	Segment Words by Syllables  <u>Verb Endings</u> : -ed, -ing (double final consonant/ drop final e  <u>Irregular Past Tense</u> : is/are; was/were  Review: <u>Plural Noun Endings</u> : -s, -es, ies  <u>-le Ending</u> in Two-Syllable Words & <u>Adding -ed</u> to Words Ending in -le  <u>Prefix</u> : un-  Two-syllable Words Ending in <u>-er</u>  <u>Contractions</u> Use of <u>a, an, and the</u>  <b>Spelling</b> <b>Grade-Level Targets</b> <u>Final Long e sound</u> : y as in puppy <u>Long i sound</u> : igh, ei, y <u>Silent Consonants</u> : gh, k(n), b  <u>Vowel Pairs</u> : oo, ew, ue, ou  <b>Student Developmental Level</b> Based on <u>Words Their Way</u> and <u>Word Journeys</u>  <b>Quotation Marks</b> Show Exactly what Characters Says	<b>Follow Established Workshop Routine Paragraph Format</b> Topic Sentence Developing Sentences Closing Sentence  <b>Prewriting</b> Read and Hear Peer & Professional Writing Brainstorm & List Talk with peer; Free-write Create Graphic Organizer Note-taking & Paragraphing  <b>Organizing</b> Clear Topic Topic Sentence/ Main Idea Keeping on Topic Grouping Related Ideas Sequencing Ideas Connecting Words  <b>Elaborating</b> Interesting & Specific Details Connect to Topic Specific Information within Paragraphs  Words to Help the Reader Imagine: Descriptive Vocabulary Revision for Clarity  <b>Author's Voice</b> Specific Vocabulary: Exact Nouns Sentence Variety: Long and Short Sentences Natural Sounding Sentences	<b>Capitalization</b> Beginning of Sentence Proper Nouns Pronoun I  <b>Punctuation</b> Period & Question Mark Exclamation Mark Apostrophes in Contractions  <b>Sentences</b> Complete Sentences Past and Present Verb Tense  Combining sentences to have a compound verb  <b>Spelling</b> Regular Singular and Plural Nouns -s, -es and Familiar Irregular Nouns  Past Tense Verbs -ed High Frequency Words Second Grade Spelling Patterns  <b>Handwriting</b> Letter Formation Word Spacing Sentence Spacing Indentation  Beginning to Transition to Cursive  <b>Word Processing</b> Implement Word Processing Skills Scope and Sequence.