Neshoba Central Elementary School

Second Grade

2023-24 Reading Pacing Guide

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| First 9 Weeks |
| RL.2.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RI.2.1 | Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| Second 9 Weeks |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text. |
| RL.2.4 | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| Third 9 Weeks |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RI.2.5 | Know and use various text features to locate key facts or information in a text efficiently. |
| RL.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. |
| RI.2.6 |  Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RL.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. |
| Fourth 9 Weeks |
| RI.2.7 | Explain how specific images contribute to and clarify a text. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. |
| RL.2.9 | Compare and contrast two or more versions of the same story by different authors. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| RI.2.10 | By the end of the year, read and comprehend informational texts. |

Neshoba Central Elementary School

Second Grade

2023-24 ELA Pacing Guide

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| First 9 Weeks |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| L.2.1a | Use Collective nouns. |
| L.2.1b | Form and use frequently occurring plural nouns. |
| L.2.1f | Produce, expand, and rearrange complete simple and compound sentences. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.2a | Capitalize holidays, product names, and geographic names. |
| L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| L.2.4b | Determine meaning of a new word when a prefix is added to a known word. |
| L.2.4c | Use a known root word as a clue to the meaning of an unknown word with the same root  |
| SL.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).  |
| SL.2.1b | Build on others’ talk in conversations by linking their comments to the remarks of others.  |
| SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| SL.2.3 | 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.  |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Second 9 Weeks |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| W.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). |
| L.2.1d | Form and use the past tense of frequently occurring irregular verbs. |
| L.2.2c | Use an apostrophe to form contractions and frequently occurring possessives. |
| L.2.4a | Use sentence-level context as a clue to meaning. |
| L.2.4d | Use knowledge of the meaning of individual words to predict the meaning of compound words. |
| L.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). |
| SL.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.  |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |
| Third 9 Weeks |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, and supply reasons.  |
| L.2.1c | Use reflexive pronouns. |
| L.2.5a | Identify real-life connections between words and their use. |
| Fourth 9 Weeks |
| L.2.1e | Use adjectives and adverbs, and choose between them depending on what is to be modified. |