

# Ganado Unified School District

## (Reading/2<sup>nd</sup> Grade)

### PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 1 Unit 1/2	<b>R.RL.3</b> Describe how characters in a story respond to major events and challenges	How do characters in a story respond, say or think to major events and challenges?	Students will be able... Describe how characters respond to major events and challenges.	Characters Major events Challenges
	<b>2.RL.5</b> Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action	What is story structure? How does the beginning introduce the story? How does the ending conclude the action in a story?	Describe the overall structure of a story. Describe how the beginning introduces the story and the ending concludes the action.	Story structure Key details
	<b>2.W.1</b> 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 to connect opinion and reasons and provide a concluding statement or section.	How can you express your opinion in your writing? How can you support your opinion with reasons?	Write an opinion piece. Introduce a topic or book in their writing and state their opinion. Support their opinion with reasons	Opinions Reasons Introduce
	<b>2.W.3</b> 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	How do narratives recount events? How do you sequence events in your writing?	Write narratives. Recount elaborate events in their writing. Describe actions, thoughts and feelings.	Narrative Sequence of events Describing words Actions Thoughts Feelings Temporal words
	Demonstrate command of the convention of standard English grammar and usage when writing or speaking.	What are the conventions for standard English?	Demonstrate command of the conventions of standard English grammar in writing and speaking.	Collective nouns Plural nouns Singular nouns

	<p>a. Use collective nouns (group)</p> <p>b. Form and use frequently occurring irregular plural nouns. (myself , children , teeth, mice, fish)</p> <p>c. Use reflexive pronouns (myself ourselves)</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (sat, hid and told)</p> <p>e. Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>f. Produce, expand and rearrange complete simple and compound sentences (The boy watched the movie. The little boy watched the movie, The action movie was watched by the little boy)</p> <p>g. Write multiple sentences in an order that supports a main idea or story.</p>	<p>What are collective nouns?</p> <p>What are irregular plural nouns?</p> <p>What are reflexive pronouns?</p> <p>How does the tense change some verbs?</p> <p>What are adjectives?</p> <p>What are adverbs?</p> <p>How can you produce, expand and rearrange complete sentences?</p> <p>What is a complete sentence?</p> <p>What is a compound sentence?</p> <p>How can you write multiple sentences in an order to support the main idea?</p>	<p>Identify and use collective nouns.</p> <p>Form and use irregular plural nouns.</p> <p>Use reflexive pronouns.</p> <p>Form and use past tense of frequently occurring irregular verbs.</p> <p>Use adjectives and adverbs and choose between them.</p> <p>Produce, expand and rearrange complete simple and compound sentences.</p> <p>Write multiple sentences in an order that supports a main idea or story.</p>	<p>Irregular plural nouns</p> <p>Pronouns</p> <p>Past tense</p> <p>Reflexive pronouns</p> <p>Verbs</p> <p>Irregular verbs</p> <p>Verb tenses</p> <p>Adverbs</p> <p>Adjectives</p> <p>Simple</p> <p>Compound</p> <p>Sentences</p> <p>Main idea</p> <p>Predict</p> <p>Compound words</p>
<p>I-1<sup>st</sup></p> <p>M-2<sup>nd</sup></p>	<p><b>2.L2.</b> Demonstrate command the convention of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. capitalize Holiday's, product names and geographic names.</p> <p>b. Use commas in greeting and closing of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (cage- badge, boy boil)</p> <p>e. Consult references materials, including</p>	<p>How do we capitalize proper nouns such as, Holiday's, product names, etc.?</p> <p>How do we use commas in the greeting and closing of letters?</p> <p>How do we use an apostrophe to form contractions and possessives?</p> <p>How does using spelling patterns of words help in writing and reading?</p>	<p>Demonstrate command of the conventions of standard English for capitalization, punctuation, and spelling in writing.</p> <p>Capitalize proper nouns.</p> <p>Use commas in greeting and closing of letters.</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Identify learned spelling patterns when writing words.</p>	<p>Capitalization</p> <p>Geographic names</p> <p>Punctuation</p> <p>Spelling</p> <p>Holidays</p> <p>Product names</p> <p>Commas</p> <p>Greetings</p> <p>Closings</p> <p>Apostrophe</p> <p>Contractions</p> <p>Possessives</p> <p>Spelling</p> <p>Patterns</p> <p>Dictionaries</p>

	<p>beginning dictionaries as needed to check and correct spelling</p> <p><b>ng</b></p> <p><b>2.L.4</b></p> <p>a. Demonstrate understanding of word relationships and nuances in word meanings. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p>Where can you find help to check and correct spelling?</p>	<p>Use reference materials including dictionaries to check and correct spelling.</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Predict Compound Individual Predict Meaning</p>
<p>I -1<sup>st</sup> M- 3<sup>rd</sup></p>	<p><b>2.RF.3</b> Know and apply grade- level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>b. Know spelling sound correspondences for additional common vowel teams</p> <p>c. Decode regularly spelled two syllable words with long vowels</p>	<p>How can I distinguish long and short vowels when reading?</p> <p>What are common vowel teams?</p> <p>What strategies can I use to decode words with long vowels?</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify long and short vowels in one syllable words.</p> <p>Know spelling sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two syllable words with long vowels.</p>	<p>Decoding Long vowels Short vowels One-syllable words Two-syllable words Vowel teams</p>

<p>I – 1<sup>st</sup> Conti M – 4<sup>th</sup></p>	<p><b>(2.RL.1)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>(2.RL.1)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text</p>	<p>How do asking and answering questions who, what, when, where, why and how demonstrate understanding of key details in a text?</p> <p>How can you gather information from illustrations and words in a text?</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to show their understanding.</p> <p>Gather information from illustrations and words in a text.</p> <p>Use that information to understand the character, setting, or plot.</p>	<p>Informational text Demonstrate Key details</p>
<p>I – 1<sup>st</sup> Conti M – 4<sup>th</sup></p>	<p><b>2.RL.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p>	<p>How does that information help you understand the characters, setting or plot?</p>	<p>Illustrations Words Print Digital text Characters Setting Plot</p>	<p>Illustrations Words Print Digital text Characters Setting Plot</p>
<p>I- 1<sup>st</sup> cont. M- 4<sup>th</sup></p>	<p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on level text with purpose and understanding.</li> <li>Read on level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>Use context to confirm or self-correct word recognition and understanding rereading as necessary.</li> </ol>	<p>How can you read on level text with purpose and understanding?</p> <p>What strategies can I use to read on level text orally with accuracy, appropriate rate and expression on successive reading?</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on text with purpose and understanding.</p> <p>Read text orally with accuracy, rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding.</p>	<p>Level Fluency Comprehension Text Orally Accuracy Expression Confirm Self-correct Recognition Appropriate rate</p>

		How can you use context to confirm or self-correct recognition and understanding rereading is necessary?		
I- 1 <sup>st</sup> cont. M- 4th	<b>2.SL.2</b> Recount or describe key details or details from a text read aloud or informative presented orally or through other media.	How can I recount or describe key details or details from a text read aloud or informative presented orally or through other media?	Recount or describe details from text or information presented orally.	Key ideas Details
I- 1 <sup>st</sup> cont. M- 4th	<b>2.RL.2</b> Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	How can I use knowledge of language and its conventions when writing, speaking, reading or listening?	Use their knowledge of language and its' conventions when reading, writing, speaking or listening. Identify and compare formal and informal English.	Compare Formal Informal

2 <sup>nd</sup> quarter Unit 3/4	<b>2.RL.2</b> Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.	How can I recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral?	Recount stories from diverse cultures. Determine their central message, lesson or moral.	Fables Folklores Diverse Cultures Message Lesson Moral
	<b>2.RI.9</b> Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures.	What are ways I can compare and contrast two or more versions of the same story by different authors or from different cultures?	Compare and contrast two or more versions of same story.	Compare Contrast Authors
	<b>2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	What are ways I can identify the main purpose of a text, including what the author wants to answer , explain or describe?	Identify the main purpose of a text. Identify what the author wants to answer, explain, or describe.	Main purpose

	<b>2.RI.8</b> Describe how reasons support specific points the author makes in a text	What are ways to describe how reasons support specific points the author makes in text?	Describe how reasons support points the author makes in a text.	Supporting Details
	<b>2.RI.9</b> Compare and contrast the most important presented by two texts on the same topic	What are ways you can compare and contrast the most important presented by two text on the same topic?	Compare and contrast information presented by two texts.	Compare Contrast Topic Details
2 <sup>nd</sup>	<b>2.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real – life connections between words and their use (describe foods that are spicy or juicy) b.. Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, skinny, scrawny)??	What are ways I can demonstrate understanding of word relationships and nuances in a word meanings?  What are ways I can identify real life connections between words and their use?  What are ways to distinguish shades of meaning among closely related adjectives??	Show understanding of word relationships and nuances in word meanings.  Identify real-life connections.  Distinguish between shades of meaning among closely related verbs and adjectives.	Real-life connection Related verbs Related adjectives
I M- 3rd	<b>2.W.7</b> Participate in shared research and writing projects ( read a number of books on a single topic to produce a report, record science observation)	What are ways I participate in shared research and writing projects?	Participate in shared research and writing projects.	Research Report Record Observation
I -2nd M- 3rd	<b>2.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from array of strategies. a. Use sentence-level context as a clue to the meaning of word or phrase. b. Determine the meaning of the new	How can I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from array of strategies?	Determine the meaning of unknown and multiple-meaning words and phrases.  Use context clues to determine the meaning of words or phrases.	\ Predict Compound words Glossaries Dictionaries

	<p>word formed when an known prefix is added to known word (happy/ unhappy, tell/ retell)</p> <p>c. Use known root word as a clue to the meaning of unknown word with the same root (addition, additional)</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (bird house , lighthouse, housefly, bookshelf, notebook , bookmark)</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>How can I use sentences level context as a clue to the meaning of word or phrases?</p> <p>How can I use known root word as a clue to the meaning of unknown word with the same root?</p> <p>How can I use knowledge of the meaning or individual words to predict the meaning or compound words?</p> <p>How can I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases?</p>	<p>Determine the meaning of the new word formed when a known prefix is added to known word.</p> <p>Use known root words to determine the meaning unknown words with the same root word.</p> <p>Use their knowledge of known words to predict the meaning of compound words.</p> <p>Use glossaries and beginning dictionaries to determine or clarify word meanings.</p>	
<p>I- 2<sup>nd</sup></p> <p>M- 3<sup>rd</sup></p>	<p><b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p><b>2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>2.RI.4</b> Determine the meaning of words and phrases in text relevant to a grade 2 topic or subject area.</p>	<p>How can I identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text?</p> <p>How do I describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text?</p> <p>How can I determine the meaning of words and phrases in text relevant to a</p>	<p>Identify the main topic of a multi-paragraph text.</p> <p>Identify the focus of specific paragraphs within the text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.</p> <p>Determine the meaning of words and phrases in a text.</p>	<p>Text p Paragraphs</p> <p>Historical events Scientific events Concepts Technical procedures</p>

		grade 2 topic or subject area?		
I- 2 <sup>nd</sup> M- 3 <sup>rd</sup>	<b>2.RI.5</b> Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	How can I know and use various text features to locate key facts or information a text efficiently?	Identify and use various text features to find facts and information.	Glossaries Index Menus Facts
I-2 <sup>nd</sup> M – 3 <sup>rd</sup>	<b>2.W.4</b> With guidance and support from adults produce functionally writing (friendly letter, recipes, experiments, notes/ messages, labels, graphs/tables, directions posters) in which the development and organization are appropriate to task and purpose.	What are ways with guidance and support from adult produce functionally writing in which the development and organization are appropriate to task and purpose?	With the guidance and support from adults produce functional writing. Develop and organize their writing appropriate to the task and purpose.	Organize Develop
	<b>2.W.5</b> With guidance and support form adults and peers focus on a topic and strengthen writing as needed by revising and editing	What are ways with guidance and support from adults and peers focus on topic and strengthen writing as needed by revising and editing?	Focus on a topic and strengthen writing as needed by revising and editing.	
	<b>2.W.8</b> Recall information from experiences or gather information from provided sources to answer a question.	What are ways to recall information from experiences or gather information from provided sources to answer a question?	Recall information from experiences or gather information from provided sources. Answer questions from same information.	Recall Information Sources Question
3 <sup>rd</sup> quarter Unit 5/6	<b>2.RI.6</b> Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.	How do I acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud?	Acknowledge differences in the points of view of characters. Use a different speaking voice for each character when reading dialogue aloud.	Character Dialogue Points of view
	<b>2.W.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and	How do I write an informative/explanatory texts in which they	Write informative/explanatory texts. Introduce topic and use facts and definitions in their writing.	



	provide a concluding statement or section.	introduce a topic, use facts and definitions to develop points and provide a concluding statement or section?	Write a conclusion for their writing.	
	<b>2.RF.3</b> Know and apply grade level phonics and word analysis skills in decoding words.  b. Decode words with common prefixes and suffixes	How do I decode words with common prefix and suffixes?	Know and apply phonics and word analysis skills in decoding words.  Decode common prefixes and suffixes.	Base words Prefix Suffix
	c. Identify words with inconsistent but common spelling –sound correspondences.	How do I identify words with inconsistent but common spelling sound correspondence?	Identify words with inconsistent sound correspondences.	
4 <sup>th</sup> quarter Unit 1-6 resources Other resources	<b>2.RL.10</b> 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 need at the high end of the range.	How can I read and comprehend literature, including stories and poetry?	Read and comprehend literature, including stories and poetry.	Comprehend Literature Poetry
	a. By the end of the end of the year, read and comprehend functional texts, technical text, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.	How can I Read and comprehend functional and technical texts?	Read and comprehend functional and technical texts.	
	<b>2.RF.3</b> d. Recognize and read grade-appropriate irregularly spelled words	How can I Recognize and read grade appropriate irregularly spelled words?	Recognize and read grade appropriate irregularly spelled words.	Irregular words
	<b>2.W.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	How can I Produce writing in using development and organization appropriate to task and purpose?	Produce writing in using development and organization appropriate to task and purpose.	Again in 3 <sup>rd</sup> quarter
	<b>2.SI.5</b> Create audio recordings of stories and poems; add drawings or other visual displays to stories or recounts of	How can I create audio recordings of stories and poems.	Create audio recordings of stories and poems.	Audio recordings Poems Drawings

	experiences when appropriate to clarify ideas, thoughts and feelings.	Add drawings and other visual displays to stories or of recounts of other experiences.	Add drawings and other visual displays to stories or of recounts of other experiences.	Visual Displays
	<b>2.SL.3</b> 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	How can I Ask and answer questions about what a speaker says in order to clarify comprehension and add to understanding?	Ask and answer questions about what a speaker says in order to clarify comprehension and add to understanding.	Not listed
	<b>2.SL.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	How can I Tell a story or recount an experience with appropriate facts and details?	Tell a story or recount an experience with appropriate facts and details.	Facts Descriptive details
	<b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	COMMUNICATION	Produce complete sentences when appropriate in order to provide details and clarification.	Not listed

