

Pacing

BACK TO SCHOOL!

	UNIT 1					UNIT 2	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 7	WEEK 8
	Speaking and Listening	Why We Speak/Why We Listen	Be a Good Speaker/Listener	Media Literacy: Purposes of Media	Narrate in Sequence	Dramatize	Give and Follow Directions
Research and Study Skills	Media Center/Library	Reference Sources	Personal Sources	Parts of a Book	Maps	Notes	Timeline
Conventions	Sentences	Subjects	Predicates	Statements and Questions	Commands and Exclamations	Nouns	Proper Nouns
Weekly Writing/Trait of the Week	Personal Narrative/Conventions	Expository Nonfiction/Sentences	Realistic Fiction/Digitalization	Brief Report/Word Choice	Play Script/Conventions	Narrative Nonfiction/Voice	Biography/Focus/Ideas
Unit Writing	Personal Narrative/Poetry Book						

	UNIT 4					UNIT 5	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 25	WEEK 26
	Speaking and Listening	Media Literacy: Media Techniques	Make an Announcement	Speak Well	Media Literacy: Media Techniques	Give an Oral Summary	Media Literacy: Identify Cultural Characteristics
Research and Study Skills	Thesaurus	Personal Sources	Diagram	E-mail	Natural and Personal Sources	Online Directory	Bar Graph
Conventions	Adjectives and Our Senses	Adjectives for Number, Size, and Shape	Adjectives That Compare	Adverbs That Tell When and Where	Adverbs That Tell How	Pronouns	Singular and Plural Pronouns
Weekly Writing/Trait of the Week	Friendly Letter/Organization	Expository Nonfiction/Word Choice	Short Expository Report/Sentences	Narrative Poem/Voice	Thank-You Note/Focus/Ideas	Narrative Nonfiction/Word Choice	Realistic Story/Organization
Unit Writing	Description/E-Newsletter						

IT'S TEST TIME!

UNIT 3								
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17
Ask and Answer Questions	Media Literacy: Purposes of Media	Give and Follow Directions	WEEK 12 Optimal Unit Review	Make Introductions	Solve Problems	Summarize Information	Give a Description	Media Literacy: Media Techniques
Chapter Headings	Encyclopedia	Read a Web Page		Picture Graph	Newspapers and Periodicals	Interview	Alphabetized Index	Search Internet
Singular and Plural Nouns	Plural Nouns That Change Spelling	Possessive Nouns		Verbs	Verbs with Singular and Plural Nouns	Verbs for Past, Present, and Future	More About Verbs	Verbs: <i>Am, Is, Are, Was, and Were</i>
Expository Nonfiction/ Word Choice	Fairy Tale/ Organization	Folk Tale/ Sentences		Animal Fantasy/ Voice	Friendly Letter/ Focus/Ideas	Narrative Poem/ Conventions	Realistic Fiction/ Word Choice	Review/ Organization
Directions/Pen Pal E-mail				Compare and Contrast Essay/Story Exchange				

UNIT 6								
WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35
Listen for Facts and Opinions	Maintain Focus in a Narrative Presentation	Speak to Your Audience	WEEK 30 Optimal Unit Review	Use Vocabulary to Express Ideas	Evaluate Ads	Listen to a Description	Media Literacy: Identify Conventions	Listen for Speaker's Purpose
Online Reference Sources	Tables	Evaluate Online Sources		Globe	Chart	Interview a Natural Source	Schedules	Interview a Natural Source
Using <i>I</i> and <i>Me</i>	Different Kinds of Pronouns	Contractions		Capital Letters	Quotation Marks	Prepositions and Prepositional Phrases	Commas	Commas in Compound Sentences
Journal Entry/Voice	Animal Fantasy/ Conventions	Humorous Fiction/ Sentences		Realistic Fiction/ Organization	Descriptive Poem or Song/ Voice	Invitation Letter/ Sentences	Compare/ Contrast Text/ Focus/Ideas	Persuasive Statement/ Word Choice
Persuasive Letter/Interview				Research Report/Blog				

WHEN IS YOUR STATE TEST?

Student Progress Report: Grade 2

Name _____

This chart lists the skills taught in this program. Record each student's progress toward mastery of the skills covered during this school year. Use this chart to track the coverage of these skills.

Literature Standards	Date	Date	Date
Key Ideas and Details			
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.			
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
Describe how characters in a story respond to major events and challenges.			
Craft and Structure			
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
Integration of Knowledge and Ideas			
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			
Range of Reading and Level of Text Complexity			
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.			

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Informational Text Standards	Date	Date	Date
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Key Ideas and Details

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

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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

Craft and Structure

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

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.

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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.

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Foundational Skills Standards	Date	Date	Date
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Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

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

Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels.

Decode words with common prefixes and suffixes.

Identify words with inconsistent but common spelling-sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

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

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Writing Standards	Date	Date	Date
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Text Types and Purposes

Write opinion pieces in which students 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.

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

Write narratives in which students 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.

Production and Distribution of Writing

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

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

Research to Build and Present Knowledge

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).

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

Speaking and Listening Standards	Date	Date	Date
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Comprehension and Collaboration

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

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).

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

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

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Presentation of Knowledge and Ideas

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

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.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards	Date	Date	Date
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Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

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

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*).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize holidays, product names, and geographic names.

Use commas in greetings and closings of letters.

Use an apostrophe to form contractions and frequently occurring possessives.

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

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

Knowledge of Language

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

Compare formal and informal uses of English.

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Language Standards	Date	Date	Date
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Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

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

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

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

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

Demonstrate understanding of word relationships and nuances in word meanings.

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

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

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*).