

Dear Second Grade ELA Teacher:

Congratulations on your assignment to Second Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into bi-weekly unit to accomplish the instructional pacing of each standard.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: **“X”** --*not taught this quarter*; **Numbered** --*quarter taught*; **“P”** --*performed routinely in small teacher-led groups to ensure mastery*
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All *“Speaking and Listening” standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include charted *“listening and speaking” behaviors in quality whole group and collaborative small group tasks*
8. See *“Developing Collaborative Classroom Guide”* for help with the implementation of Speaking & Listening standards in the learning environment.

Notes: Fidelity to Instructional Minutes:

- The Second Grade ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Second Grade **Language Standards**, specifically **Vocabulary Acquisition & Usage**, are taught during the 90-minute reading block (**Ex.** L.2.4a; L.2.5a).
- The writing block is a separate 30-minute *“Learning to Write” block*. Students are instructed in the formal writing process.
- Second Grade **Language Standards**, specifically **Conventions of Standard English Grammar & Usage**, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the *Halifax ELA Literacy Framework* to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- Follow the pacing guide as it is the blueprint for quarterly Benchmark Assessments.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: 2018-2019 Common Core ELA Standards Pacing Guide Scope and Sequence

2nd Grade At-a-Glance

Reading Foundational Skills(RF)

| RF.2.4Phonics and Word Recognition | | | | | RF.2.5Fluency | | | | |
|--|----------|---|---|---|--|----------|---|---|---|
| RF 2.4 Know and apply grade-level phonics and word analysis skills in decoding words. | Quarters | | | | RF 2.5 - Read with sufficient accuracy and fluency to support comprehension. | Quarters | | | |
| | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| RF 2.4a Distinguish long and short vowels when reading regularly spelled one-syllable words. | 1 | P | P | P | RF 2.5a Read on-level text with purpose and understanding. | 1 | P | P | P |
| RF 2.4b Know spelling-sound correspondences for additional common vowel teams. | 1 | 2 | 3 | 4 | RF 2.5b Read on level text orally with accuracy, appropriate rate, and expression on successive readings. | P | P | P | P |
| RF 2.4c Decode regularly spelled two-syllable words with long vowels. | P | P | P | P | RF 2.5c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | P | P | P | P |
| RF 2.4d Decode words with common prefixes and suffixes. | 1 | 2 | 3 | 4 | | | | | |
| RF 2.4e Identify words with inconsistent but common spelling-sound correspondences. | P | P | P | P | | | | | |
| RF 2.4f Recognize and read grade-appropriate irregularly spelled words. | P | P | P | P | | | | | |

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2nd Grade At-a-Glance

| Literature Text (RL) | | Quarters | | | | Informational Text (RI) | | | | Quarters | | | |
|---|--|----------|---|---|---|---|--|--|--|----------|---|---|---|
| RL.2.(1-3) Key Ideas and Details | | 1 | 2 | 3 | 4 | Key Ideas and Details | | | | 1 | 2 | 3 | 4 |
| 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. | | 1 | P | P | P | RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | | 1 | P | P | P |
| RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | 1 | 2 | 3 | P | RI.2.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | X | 2 | 3 | P |
| RL.2.3 - Describe how characters in a story respond to major events and challenges. | | 1 | P | P | P | RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text | | | | X | 2 | 3 | 4 |
| RL.2.(4-6) Craft and Structure | | Quarters | | | | Craft and Structure | | | | Quarters | | | |
| RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | | X | 2 | P | P | RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | | | 1 | P | P | P |
| RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the events unfold in the middle, and the ending concludes the action. | | 1 | P | P | P | RI.2.5 - 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. | | | | 1 | P | P | P |
| RL.2.6 - Distinguish differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. | | X | 2 | 3 | 4 | RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | | X | 2 | P | P |
| RL.2.(7-9) Integration of Knowledge and Ideas | | Quarters | | | | Integration of Knowledge and Ideas | | | | Quarters | | | |
| 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. | | 1 | P | P | P | RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | P | P | P | P |
| RL.2.8 - (Not applicable to literature) | | X | X | X | X | RI.2.8 - Identify the reasons an author gives to support ideas in a text. | | | | 1 | 2 | P | P |
| RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | X | X | 3 | 4 | RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic. | | | | 1 | 2 | X | X |
| RL.2.(10) Range of Reading and Level of Text Complexity | | Quarters | | | | Range of Reading and Level of Text Complexity | | | | Quarters | | | |
| RL.2.10 - By the end of grade 2, read and understand literature within 2-3 text complexity band proficiently, and independently for sustained periods of time. | | P | P | P | P | RI.2.10 - - By the end of grade 2, read and understand informational text within 2-3 text complexity band proficiently, and independently for sustained periods of time. | | | | P | P | P | P |

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Guide 2nd Grade Language(L)

| L2(1-2) Conventions of Standard English | | | | | L2.2 Vocabulary Acquisition and Use | | | | |
|---|----------|---|---|---|---|----------|---|---|---|
| L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Quarters | | | | L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. | Quarters | | | |
| | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| L2.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. | P | P | P | P | L2.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. . | P | P | P | P |
| Subject/Verb/Agreement: Ensure subject/verb agreement | 1 | P | P | P | Capitalization: Use commas to separate single words in a series; use commas in greetings and closings of letters; use an apostrophe to form contractions; use an apostrophe to form frequently occurring possessives; use commas in addresses; use commas in dialogue; corm and use possessives; use quotation marks in dialogue | P | P | P | P |
| Nouns: Explain the function of nouns; use collective nouns (such as group); form and use frequently occurring regular and irregular plural nouns | 1 | P | P | P | Punctuation: Use commas to separate single words in a series; use commas in greetings and closings of letters; use an apostrophe to form contractions; use an apostrophe to form frequently occurring possessives; use commas in addresses; use commas in dialogue; form and use possessives; use quotation marks in dialogue | 1 | P | P | P |
| Verbs: Explain the function of verbs; form and use past tense of frequently occurring irregular verbs; form and use simple verb tenses; form and use the perfect verb tenses; convey sense of various times, sequences; recognize inappropriate shifts in verb tense | 1 | P | P | P | Spelling: use conventional spelling for high frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (such as word families, position based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words | 1 | P | P | P |
| Adjectives: Explain the function of adjectives; accurately choose which to use-adjective or adverb | X | 2 | P | P | References: Consult reference material as needed to check and correct spellings | P | P | P | P |
| Conjunctions: Explain the function of conjunctions; use coordinating and subordinating conjunctions | 1 | P | P | P | L2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening: a. Compare formal and informal uses of English. | 1 | 2 | 3 | 4 |
| Adverbs: Accurately choose which to use—adjective or adverb; explain the function or adverbs; form and use comparative adverbs | X | 2 | P | P | | 1 | 2 | X | X |
| Sentences: Produce, expand, and rearrange simple and compound sentences | 1 | P | P | P | L2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized references materials as appropriate. | 1 | 2 | 3 | 4 |

| | | | | | | | | | |
|--|---|---|---|---|--|---|---|---|---|
| Prepositions: Explain the function of prepositions | 1 | P | P | P | L.2.5 Demonstrate understanding of figurative language and nuances in word meanings. | 1 | 2 | 3 | 4 |
| Pronouns: Explain the function of pronouns; continue to use personal, possessive, and indefinite pronouns; use reflexive pronouns | 1 | P | P | P | L.2.5. Demonstrate understanding of nuances in word meanings: a. Distinguish shades of meaning among closely related verbs and closely related adjectives. | 1 | P | P | P |
| Determiners: Correctly use a, an, and the | 1 | P | P | P | L.2.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression | 1 | 2 | 3 | 4 |
| Commonly Confused Words: Correctly use common homophones | 1 | P | P | P | L.2.6 a Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. | P | P | P | P |
| Interjections: Explain the function of and use interjections. | X | 2 | P | P | | | | | |

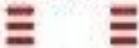
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2nd Grade Writing(W)

| RF.2.2 Handwriting | 1 | 2 | 3 | 4 | W2.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | Quarters | | | |
|---|----------|---|---|---|--|----------|---|---|---|
| RF.2.2a Print all upper and lowercase letters legibly. | 1 | P | P | P | | 1 | 2 | 3 | 4 |
| W2.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. | Quarters | | | | W2.5a Participate in shared research and writing projects | X | X | 3 | 4 |
| | 1 | 2 | 3 | 4 | | | | | |
| W2.1a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. | X | 2 | X | X | W2.6 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 1 | 2 | 3 | 4 |
| W2.1b With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing. | X | 2 | X | X | W2.6a Recall information from experiences or gather information from provided sources to answer a question. | 1 | 2 | 3 | 4 |
| W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 1 | 2 | 3 | 4 | | | | | |
| W2.2a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. | X | X | 3 | X | | | | | |
| W2.2b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | X | X | 3 | X | | | | | |
| W2.3 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. | 1 | 2 | 3 | 4 | | | | | |
| W2.3a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. | 1 | P | P | P | | | | | |
| W2.3b With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | 1 | X | X | X | | | | | |
| W2.4 Use digital tools and resources to produce and publish writing and to interact and collaborate with others. | 1 | 2 | 3 | 4 | | | | | |
| W2.4a With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 1 | X | X | X | | | | | |

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide
Editing Marks Anchor Chart

| Marks & Meanings | Examples |
|---|--|
|  capitalize | They fished in lake tahoe.  |
|  make it lowercase | Five \$students missed the \$bus. |
|  spelling mistake | The day was cloudy and cold.  |
|  add a period | Tomorrow is a holiday. |
|  delete (remove) | Kim knew the the answer. |
|  add a word | Six pups were in the litter.  |
|  add a comma | He ate peas, corn and squash.  |