



2nd Grade ELA Curriculum & Pacing Guide



Content Area: ELA - Skills		Grade Level: 2 nd Grade	
Title of Unit: Skills Unit 1		Number of Weeks/Days: 6 Weeks/27 Days	
Standards:		Assessment:	Resources:
CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.		<ul style="list-style-type: none">• Lesson 6-10: PLACEMENT ASSESSMENT OTUS - The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 2 Skills instruction and which students need to be regrouped to an earlier point in the Skills program.• Words in Isolation assessment• Lesson 15: SPELLING ASSESSMENT• Lesson 20: SPELLING ASSESSMENT• Lesson 22: END OF UNIT ASSESSMENT OTUS	<ul style="list-style-type: none">• Amplify Website<ul style="list-style-type: none">○ Teaching Slides○ Online Student Readers○ Sound Library○ Digital Teaching Components○ Remediation Guides• Student Readers: <i>The Cat Bandit</i>• Student Activity Books• WIT access from ISD• OTUS Assessments
CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.			
CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.			
CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
CCSS.ELA-LITERACY.RL.2.1 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.			
CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.			
CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).			
CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.			



2nd Grade ELA Curriculum & Pacing Guide



CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).		
CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams		
CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.		
CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
CCSS.ELA-LITERACY.W.2.3 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.		
CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.		
CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.		
CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
CCSS.ELA-LITERACY.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.		
CCSS.ELA-LITERACY.L.2.1.F		



2nd Grade ELA Curriculum & Pacing Guide



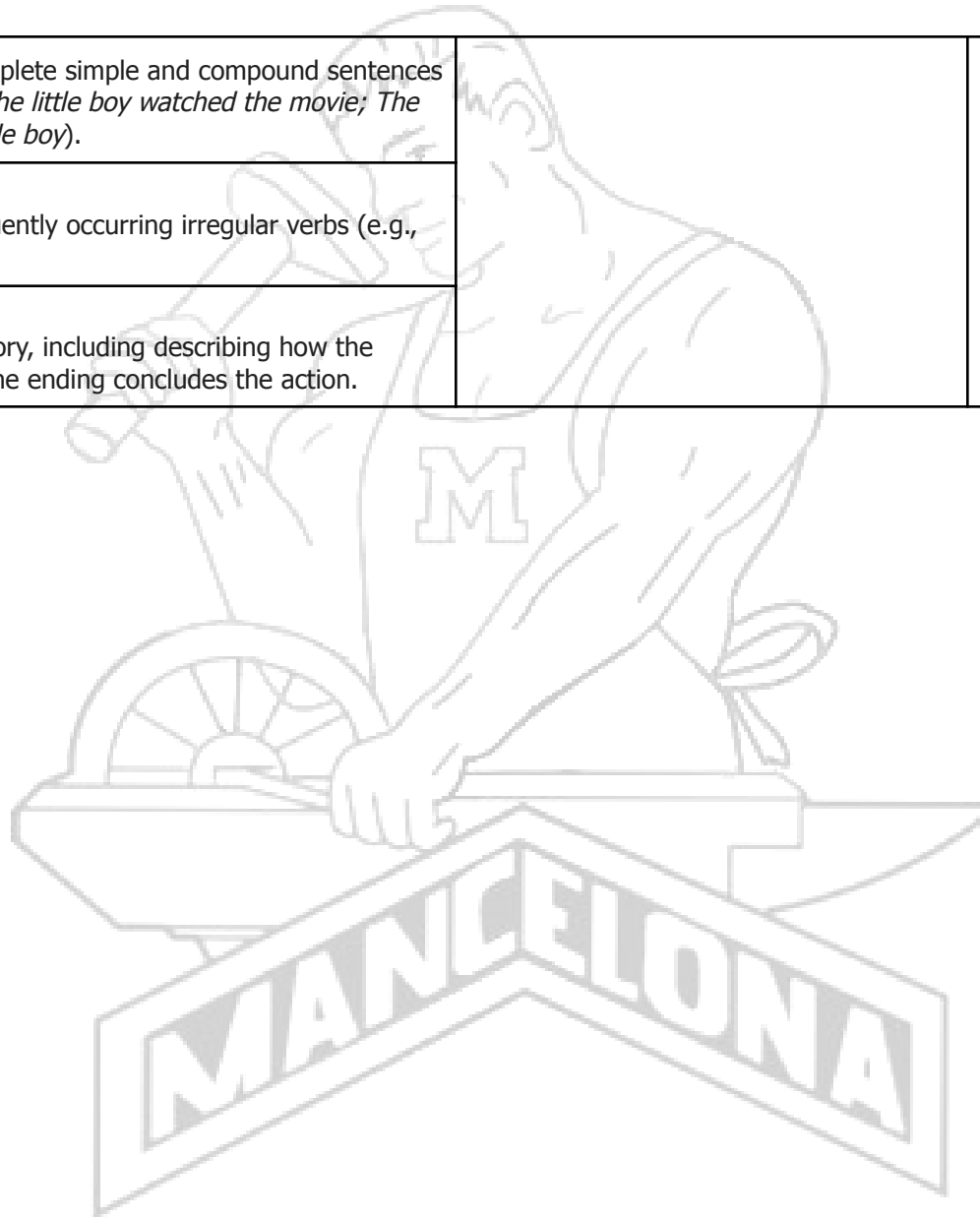
Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.1.D

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

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.





2nd Grade ELA Curriculum & Pacing Guide



Content Area: ELA - Skills		Grade Level: 2 nd Grade	
Title of Unit: Skills Unit 2		Number of Weeks/Days: 4 weeks/21 days	
Standards:		Assessment:	Resources:
CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.			
CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.			
CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.			
CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.			
CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.			
CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.			
CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CCSS.ELA-LITERACY.RL.2.1			



2nd Grade ELA Curriculum & Pacing Guide



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.		
CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
CCSS.ELA-LITERACY.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		
CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.		
CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).		
CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).		
CCSS.ELA-LITERACY.W.2.1 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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.		
CCSS.ELA-LITERACY.W.2.3		



2nd Grade ELA Curriculum & Pacing Guide



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.

CCSS.ELA-LITERACY.W.2.5

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

CCSS.ELA-LITERACY.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.

