

**2<sup>nd</sup> Grade ELA**  
Pacing Guide First Semester  
**1<sup>st</sup> Quarter Unit**

**Title:**

Foundations & Routines

Unit 1-Plants and Animals in Their Habitat

Unit 2-Characters Facing Challenges

**Essential Questions:**

Unit 1-How do living things get what they need to survive?

Unit 2-What can we learn when we face problems?

**Grade Readiness**

**Skills (behaviors):** Students can:

- read and spell grade-level appropriate words.
- read grade-level text.
- identify different genres.
- ask and answer questions on grade-level text.

**Embed Q4 1<sup>st</sup> Grade ELA standards into instruction.**

**Knowledge (Standards):** Students who demonstrate understanding can:

- tell the difference between words with short vowels and long vowels within a one syllable word.
- spell words with vowel teams.
- read irregularly spelled words.
- decode text with purpose and understanding.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Writing/Reading Focus	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 1 Week 1	5	1.FL.PWR.3 1.FL.VA.7 1.FL.SC.6, 1.RL.KID.1-3		Foundations and Routines: Mini- Lessons	Benchmark Advance Foundations and Routines	
Quarter 1 Week 2	5	1.FL.PWR.3 1.FL.VA.7 1.FL.SC.6, 1.RL.KID.1-3		Foundations and Routines: Mini- Lessons	Benchmark Advance Foundations and Routines	Universal Screener
Quarter 1 Week 3	5	1.FL.PWR.3 1.FL.VA.7 1.FL.SC.6, 1.RL.KID.1-3		Foundations and Routines: Mini- Lessons	Benchmark Advance Foundations and Routines	
Quarter 1	5	2.FL.PWR.3a, d	Prompting Cards	<b>Phonemic Awareness:</b> Vowel differentiation,	Possible Read	BA Unit 1

Week 4		2.FL.WC.4a, d-f 2.FL.F.5a-c 2.RL.KID.1-2 2.RL.CS.5 2.RI.KID.2 2.RI.IKI.7 2.FL.VA.7a(i), c 2.W.TTP.2, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6f, j 2.SL.CC.1-3	Reteaching and Enriching Explicit Lessons  Adjust Lexile leveled Passages according to student need	Count syllables <b>Phonics:</b> Short/long vowels, One-syllable Words, Initial/final blends, Consonant digraphs <b>Sight Words:</b> <i>a, can, and, come, are, for, big, go, has, I</i> <b>Comprehension:</b> Identify main topic and key details; Explain how images contribute to and clarify text; Recount stories; Story structure <b>Vocabulary:</b> Use context as a clue to determine word meaning <b>Grammar:</b> Sentence Types (Statements, Questions, Exclamations) <b>Writing:</b> Text-Based Response, Informative	Aloud Trade Books: <u>The Great Kapok Tree</u> and <u>Nightsong</u>  <b>Benchmark Advance Unit 1 Week 1</b>  Recipe for Reading WriteBright	Week 1 Assessment  BA Unit 1 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 1 Week 5	4	2.FL.PWR.3c 2.FL.WC.4b, d-f 2.FL.F.5a, c 2.RL.KID.1 2.FL.F.Fa 2.RI.KID.1-2 2.RI.CS.4 2.RI.IKI.7, 9 2.FL.VA.7a(i), (v), c 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6f, j 2.W.TTP.2 2.SL.CC.1-3	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Count syllables <b>Phonics:</b> Closed and open syllables <b>Sight Words:</b> <i>have, is, jump, my, one, put, the, want, what, you</i> <b>Comprehension:</b> Compare and contrast two points in two texts on the same topic, Explain how images contribute to and clarify text, Identify main topic and key details <b>Vocabulary:</b> Use context as a clue to determine word meaning <b>Grammar:</b> Produce complete sentences, Capitalize geographic names <b>Writing:</b> Text-based prompt, informative	Possible Read Aloud Trade Books: <u>Animal Habitats</u>  <b>Benchmark Advance Unit 1 Week 2</b>  Recipe for Reading	BA Unit 1 Week 2 Assessment  BA Unit 1 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 1 Week 6	5	2.FL.WC.4a, d 2.FL.WC.4f 2.FL.F.5a, c 2.RL.KID.2 2.RI.KID.1 2.RL.CS.5 2.RI.CS.4-5 2.FL.VA.7a(i), (v), c 2.W.TTP.2, 2.W.PDW.4-6 2.W.RBPK.7-9 2.W.RBPK.8-9 2.FL.SC.6d, f, k	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Substitute short vowel sounds with long vowel sounds: (tap/tape, mad/made, rat/rate) <b>Phonics:</b> Long a vowel teams (a, ai, ay, ea, a_e) <b>Sight Words:</b> <i>he, like, little, no, of, saw, this, to, we, with</i> <b>Comprehension:</b> Recount stories & determine central message, lesson, or moral (recount stories-emphasis); describe overall structure *add lesson on text features <b>Vocabulary:</b> Use context as a clue to determine word meaning <b>Grammar:</b> Form/use irregular past-tense verbs	Possible Read Aloud Trade Books: <u>The Great Kapok Tree</u>  Recipe for Reading  <b>Benchmark Advance Unit 1 Week 3</b>	BA Unit 1 Week 3 Assessment  BA Unit 1 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect

		2.SL.CC.1-6		<b>Writing:</b> Text-based prompt: informative		
Quarter 1 Week 7	5	2.FL.PWR.3b-c 2.FL.WC.4a-b, d-f 2.FL.F.5a-b 2.RL.KID.2-3 2.RI.IKI.7 2.FL.VA.7a(ii), c 2.W.TTP.1, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6b, e 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Substitute short vowel sounds with long vowel sounds: (hop/hope, rob/robe, slop/slope) <b>Phonics:</b> Long o vowel teams <b>Sight Words:</b> <i>here, look, me, play, said, see, she, try, about, because</i> <b>Comprehension:</b> Recount stories & determine central message, lesson, or moral; Describe how characters respond to major events and challenges; Use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> Distinguish shades of meaning among closely related verbs <b>Grammar:</b> Form and use irregular plural nouns (including singular, plural, irregular plural), Adjectives and Adverbs <b>Writing:</b> Text-based prompt: opinion essay	Possible Read Aloud Trade Books: <u>Enemy Pie</u> and <u>Alexander Used to Be Rich Last Sunday</u>  Recipe for Reading  <b>Benchmark Advance Unit 2 Week 1</b>	BA Unit 2 Week 1 Assessment  BA Unit 2 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 1 Week 8	5	Review standards previously taught		*Suggested additions: Text features are not taught explicitly until much later in the year. Review another lesson here possibly.		
Quarter 1 Week 9	5	2.FL.PWR.3b-c 2.FL.WC.4a-b, d-f 2.FL.F.5a-b 2.RL.KID.1-3 2.FL.VA.7a(v), b(ii), c 2.W.TTP.1, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6a-b, k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Substitute short vowel sounds with long vowel sounds: (set/seat, men/mean, peck/peak) <b>Phonics:</b> Long e vowel teams <b>Sight Words:</b> <i>after, before, call, do, earth, father, five, her, know, large</i> <b>Comprehension:</b> Recount stories & determine central message, lesson, or moral; Describe how characters respond to major events and challenges; Use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> Distinguish shades of meaning among closely related verbs <b>Grammar:</b> Use collective nouns, irregular plural nouns <b>Writing:</b> Text-based prompt: opinion essay	Possible Read Aloud Trade Books: <u>The Rough-Face Girl</u>  Recipe for Reading  <b>Benchmark Advance Unit 2 Week 2</b>	BA Unit 2 Week 2 Assessment  BA Quick Checks  Mastery Connect

**2<sup>nd</sup> Grade ELA**  
Pacing Guide First Semester

**2<sup>nd</sup> Quarter Unit**

**Title:**

Unit 2 (continued)-Characters Facing Challenges

Unit 3-Government at Work

Unit 4-Many Characters, Many Points of View

**Essential Questions:**

Unit 2 (continued)-What can we learn when we face problems?

Unit 3-Why do we need a government?

Unit 4-How can a story change depending on who tells it?

**Grade Readiness**

**Skills (behaviors):** Students can:

- read and spell grade-level appropriate words.
- read grade-level text.
- identify different genres.
- ask and answer questions on grade-level text.

**Knowledge (Standards):** Students who demonstrate understanding can:

- tell the difference between words with short vowels and long vowels within a one syllable word.
- spell words with vowel teams.
- decode two-syllable words with long vowels.
- read irregularly spelled words.
- decode text with purpose and understanding.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Writing/Reading Focus	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 2 Week 1	5	2.FL.PWR.3b-c 2.FL.WC.4a, d-f 2.FL.F.5a-c 2.RL.KID.1-3 2.FL.VA.7a(v), b(ii), c 2.W.TTP.1, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6a-b, k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Substitute short vowel sounds with long vowel sounds: (sit/site, pin/pine, hid/hide) <b>Phonics:</b> long i vowel teams <b>Sight Words:</b> <i>good, many, near, off, people, right, that, two, under, very</i> <b>Comprehension:</b> Recount stories and determine central message, lesson, or moral; Describe how characters respond to major events and challenges <b>Vocabulary:</b> Distinguish shades of meaning among closely related verbs	Possible Read Aloud Trade Books: <u>The Invisible Boy</u>  Recipe for Reading  <b>Benchmark Advance Unit 2 Week 3</b>	BA Unit 2 Week 3 Assessment  BA Unit 2 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect

				<b>Grammar:</b> Use reflexive pronouns <b>Writing:</b> Text-based prompt: opinion essay		
Quarter 2 Week 2	5	2.FL.PWR.3b-c 2.FL.WC.4a-b, d-f 2.FL.F.5a-c 2.RL.CS.6 2.RL.IKI.7 2.RL.KID.2-3 2.FL.VA.7a(i), c 2.W.TTP.2, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6a, d 2.FL.SC.6d 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Substitute short vowel sounds with long vowel sounds: (tub/tube, mut/mute, cut/cute) <b>Phonics:</b> Long u vowel teams <b>Sight Words:</b> <i>again, below, carry, does, eight, find, house, laugh, mother, school</i> <b>Comprehension:</b> Describe a connection between a series of events, ideas, concepts, or steps; Use illustrations and words to demonstrate understanding of characters, setting, and plot; Differences in points of view of characters; Identify main topic and key details <b>Vocabulary:</b> Use context as a clue to determine the meaning of words and phrases <b>Grammar:</b> Form and use the past tense of irregular verbs; use collective nouns <b>Writing:</b> Process writing: informative	Possible Read Aloud Trade Books: <u>Grace for President</u>  Recipe for Reading  <b>Benchmark Advance Unit 3 Week 1</b>	BA Unit 3 Week 1 Assessment  BA Unit 3 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 2 Week 3	5	2.FL.PWR.3e 2.FL.WC.4a-b, d-f 2.FL.F.5a-b 2.FL.F.5b 2.RI.KID.1-3 2.RI.CS.4 2.RL.IKI.7 2.FL.VA.7a(i-ii, v), c 2.W.TTP.2, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6a, d, k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Read sentence and ask, "What sound do you hear in each word?: Harsh barking harms smart artists." <b>Phonics:</b> r-controlled vowels /ar/ <b>Sight Words:</b> <i>move, never, once, round, small, their, too, walk, where, year</i> <b>Comprehension:</b> Identify main idea and key details; describe a connection between a series of events, ideas, concepts, or steps; compare and contrast key points in two texts on the same topic <b>Vocabulary:</b> Use context as clue to determine the meaning of words and phrases <b>Grammar:</b> Past tense of irregular verbs; collective nouns <b>Writing:</b> Process writing: informative	Possible Read Aloud Trade Books: <u>Looking at Lincoln</u>  Recipe for Reading  <b>Benchmark Advance Unit 3 Week 2</b>	BA Unit 3 Week 2 Assessment  BA Unit 3 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 2 Week 4	4	2.FL.PWR.3e 2.FL.WC.4a-b, d, f 2.FL.F.5a, c 2.RL.KID.1	Prompting cards  Reteaching and enriching explicit lessons	<b>Phonemic Awareness:</b> Read sentence and ask, "What sound do you hear that is the same in each word?: Burl furnished surplus church furniture."	Possible Read Aloud Trade Books: <u>If I Were</u>	BA Unit 3 Week 3 Assessment

		2.RL.CS.6 2.RL.IKI.7 2.FL.VA.7a(i, v), c 2.W.TTP.2, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6c-d, k 2.SL.CC.1-6	Adjust Lexile leveled passages according to student need	<b>Phonics:</b> r-controlled vowels /ur/ <b>Sight Words:</b> <i>all, away, better, by, change, done, even, found, learn, only</i> <b>Comprehension:</b> Acknowledge differences in points of view of character; use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> Use context as clue to determine the meaning of words and phrases <b>Grammar:</b> Use reflexive pronouns <b>Writing:</b> Process writing: informative	<u>President</u> Recipe for Reading <b>Benchmark Advance Unit 3 Week 3</b>	BA Unit 3 Week 3 Culminating Activity BA Quick Checks Mastery Connect
Quarter 2 Week 5	5	2.FL.PWR.3e 2.FL.WC.4a-b, d-f 2.FL.F.5a-b 2.RL.KID.2-3 2.RL.CS.4-6 2.FL.VA.7c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6c, e 2.SL.CC.1-2, 6	Prompting cards Reteaching and enriching explicit lessons Adjust Lexile leveled passages according to student need	<b>Phonemic Awareness:</b> Read sentence and ask, "What sound do you hear that is the same in each word?: Forty lords forked corn for sport." <b>Phonics:</b> r-controlled vowels /or/ <b>Sight Words:</b> <i>long, now, our, some, them, through, upon, was, when, work</i> <b>Comprehension:</b> describe the overall structure of a story; differences in points of view of characters; describe how characters respond to major events and challenges; recount stories and determine central message, lesson or moral <b>Vocabulary:</b> describe how words and phrases supply meaning in a story <b>Grammar:</b> use reflexive pronouns, use adjectives and adverbs <b>Writing:</b> Text-based prompt: fictional diary entry	Possible Read Aloud Trade Books: <u>Town Mouse,</u> <u>Country Mouse</u> and <u>A Turkey for Thanksgiving</u> Recipe for Reading <b>Benchmark Advance Unit 4 Week 1</b>	BA Unit 4 Week 1 Assessment BA Unit 4 Week 1 Culminating Activity BA Quick Checks Mastery Connect
Quarter 2 Week 6	5	2.FL.PWR.3e 2.FL.WC.4a-b, d-f 2.FL.F.5a-b 2.RL.KID.1-3 2.RL.CS.4-6 2.FL.VA.7a(ii), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6e, k 2.SL.CC.1-2, 6	Prompting cards Reteaching and enriching explicit lessons Adjust Lexile leveled passages according to student need	<b>Phonics:</b> r-controlled syllables (ear, eer, ere) <b>Sight Words:</b> <i>always, any, blue, buy, city, draw, four, great, how, live</i> <b>Comprehension:</b> Describe the overall structure of a story; differences in points of view of characters; describe how characters respond to major events and challenges; recount stories and determine central message, lesson or moral <b>Vocabulary:</b> Describe how words and phrases	Possible Read Aloud Trade Books: Recipe for Reading <b>Benchmark Advance Unit 4 Week 2</b>	BA Unit 4 Week 2 Assessment BA Unit 4 Week 2 Culminating Activity BA Quick Checks

				supply meaning in a story <b>Grammar:</b> Use adjective and adverbs <b>Writing:</b> Text-based prompt: fictional diary entry		Mastery Connect
Quarter 2 Week 7	5	Review standards previously taught				
Quarter 2 Week 8	5	2.FL.PWR.3e 2.FL.WC.4a, d-f 2.FL.F.5a, c 2.RL.KID.1-3 2.RL.CS.4, 6 2.RL.IKI.9 2.FL.VA.7a(v), c 2.W.TTP.3 2.W.PDW.4-6 2.FL.SC.6c-e, k 2.SL.CC.1-6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> r-controlled syllables (air, are, ear, ere) <b>Sight Words:</b> <i>another, boy, could, every, far, from, hurt, over, out, these</i> <b>Comprehension:</b> Compare two versions of the same story; differences in point of view of characters <b>Vocabulary:</b> Describe how words and phrases supply meaning in a story <b>Grammar:</b> Reflexive pronouns, irregular past-tense verbs <b>Writing:</b> Text-based prompt: fictional diary entry	Possible Read Aloud Trade Books: <u>The Day the Crayons Quit</u>  Recipe for Reading  <b>Benchmark Advance Unit 4 Week 3</b>	BA Unit 4 Week 3 Assessment  BA Unit 4 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect

**2<sup>nd</sup> Grade ELA**  
Pacing Guide Second Semester

**3<sup>rd</sup> Quarter Unit**

**Title:**

Unit 5-Solving Problems Through Technology

Unit 6-Tales to Live By

Unit 7-Investigating the Past

**Essential Questions:**

Unit 5-Where do ideas for inventions come from?

Unit 6-What can different cultures teach us?

Unit 7-How does understanding the past shape the future?

**Grade Readiness**

**Skills (behaviors):** Students can:

- read and spell grade-level appropriate words.
- read grade-level text.
- identify different genres.
- ask and answer questions on grade-level text.

**Knowledge (Standards):** Students who demonstrate understanding can:

- tell the difference between words with short vowels and long vowels within a one syllable word.
- spell words with vowel teams.
- decode two-syllable words with long vowels.
- read irregularly spelled words.
- decode text with purpose and understanding.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Writing/Reading Focus	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 3 Week 1	4	2.FL.PWR.3c 2.FL.WC.4a-f 2.FL.F.5a, c 2.RI.KID.2-3 2.RI.CS.6-7 2.FL.VA.7a(iv), c 2.W.TTP.1, 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6d, j 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> - VCe syllables, consonant -le syllables <b>Sight Words:</b> <i>answer, brown, country, start, them, there, wash, went, who, your</i> <b>Comprehension:</b> Identify main purpose of a text; identify key details to support a main idea; explain how images contribute to clarify <b>Vocabulary:</b> Determine the meaning of compound words <b>Grammar:</b> Use apostrophes to form possessives; use irregular past- tense verbs <b>Writing:</b> Process writing: opinion Essay	Possible Read Aloud Trade Books: <u>Ada Twist, Scientist</u>  Recipe for Reading  <b>Benchmark Advance Unit 5 Week 1</b>	BA Unit 5 Week 1 Assessment  BA Unit 5 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect



Quarter 3 Week 2	5	2.FL.PWR.3b 2.FL.WC.4a-f 2.FL.F.5a-b 2.RI.KID.1-3 2.RI.CS.4, 6 2.RI.IKI.7 2.FL.VA.7a(iv-v), c 2.W.TTP.1 2.W.PDW.4-6 2.W.RBPK.7-9	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Vowel teams oi, oy <b>Sight Words:</b> <i>above, began, different, enough, few, grow, then, were, which, why</i> <b>Comprehension:</b> Identify main topic and key details; identify main purpose of a text (author's purpose); explain how images contribute to and clarify text; describe the connection between a series of events, ideas, concepts, or steps <b>Vocabulary:</b> Determine the meaning of compound words <b>Grammar:</b> Capitalize holidays, product names, and geographical names; produce complete simple sentences <b>Writing:</b> Process writing: opinion essay	Possible Read Aloud Trade Books: <u>Now and Ben</u>  Recipe for Reading  <b>Benchmark Advance Unit 5 Week 2</b>	Universal Screener  BA Unit 5 Week 2 Assessment  BA Unit 5 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 3	4	2.FL.PWR.3b 2.FL.WC.4a, d, f 2.FL.F.5a, c 2.RI.KID.1 2.RI.CS.4, 6 2.RI.IKI.9 2.FL.VA.7a(i), (v), c 2.W.TTP.1 2.W.PDW.4-6 2.W.RBPK.7-9 2.FL.SC.6f, h, j-k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Vowel teams ou, ow <b>Sight Words:</b> <i>follow, girl, hear, idea, kind, leave, might, next, often, paper</i> <b>Comprehension:</b> Read a poem; understand rhyme and how it adds meaning; identify main purpose of a text (author's purpose); compare and contrast the most important points in two texts on the same topic <b>Vocabulary:</b> Determine the meaning of words and phrases <b>Grammar:</b> Use an apostrophe to form possessives; capitalize holidays, product names, and geographical names <b>Writing:</b> Process writing: opinion essay	Possible Read Aloud Trade Books:  Recipe for Reading  <b>Benchmark Advance Unit 5 Week 3</b>	BA Unit 5 Week 3 Assessment  BA Unit 5 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 4	5	2.FL.PWR.3b 2.FL.WC.4a-b, d-f 2.FL.F.5a, c 2.RL.KID.2 2.RL.CS.6 2.RL.IKI.7 2.FL.VA.7b(i), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6f-h, j-k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Vowel teams oo, ui, ew, ue, u, ou, oe, u_e <b>Sight Words:</b> <i>point, river, second, song, think, three, until, watch, white, young</i> <b>Comprehension:</b> Ask and answer questions to demonstrate understanding of key details; recount stories and determine central message, lesson, or moral; differences in points of view of characters; use illustrations and words to demonstrate understanding of characters, setting, and plot	Possible Read Aloud Trade Books: <u>Abuela</u>  Recipe for Reading  <b>Benchmark Advance Unit 6 Week 1</b>	BA Unit 6 Week 1 Assessment  BA Unit 6 Week 1 Culminating Activity  BA Quick Checks

				<b>Vocabulary:</b> Identify real-life connections between words and their uses <b>Grammar:</b> Produce, expand, and rearrange complete compound sentences <b>Writing:</b> Process writing: narrative fiction		Mastery Connect
Quarter 3 Week 5	5	2.FL.PWR.3b 2.FL.WC.4a, d-f 2.FL.F.5a-b 2.RL.KID.1-2 2.RL.CS.6 2.RL.IKI.7 2.FL.VA.7a(v), b(i), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6e, k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Vowels teams oo, u as in book <b>Sight Words:</b> <i>add, between, close, example, food, grown, hear, home, left, mountain</i> <b>Comprehension:</b> Ask and answer questions to demonstrate understanding of key details; recount stories and determine central message, lesson, or moral; acknowledge differences in points of view of characters; use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> identify real-life connections between words and their uses <b>Grammar:</b> Choose between adjectives and adverbs <b>Writing:</b> Process writing: narrative fiction	Possible Read Aloud Trade Books: <u>Turtle's Race with Beaver</u>  Recipe for Reading  <b>Benchmark Advance Unit 6 Week 2</b>	BA Unit 6 Week 2 Assessment  BA Unit 6 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 6	5	2.FL.PWR.3b 2.FL.WC.4a, d, f 2.FL.F.5a-b 2.RL.KID.1-2 2.RL.IKI.7 2.FL.VA.7a(v), b(i), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6e-g, k 2.SL.CC.1-6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Vowel teams au, aw, al, a <b>Sight Words:</b> <i>music, night, old, picture, sentence, spell, thought, together, while, world</i> <b>Comprehension:</b> Read a poem: understand alliteration and humor supply meaning; recount stories and determine central message, lesson, or moral; use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> Identify real-life connections between words and their uses <b>Grammar:</b> Produce, expand, and rearrange complete compound sentences; choose between adjectives and adverbs <b>Writing:</b> Process writing: narrative fiction	Possible Read Aloud Trade Books: <u>Anansi the Spider</u>  Recipe for Reading  <b>Benchmark Advance Unit 6 Week 3</b>	BA Unit 6 Week 3 Assessment  BA Unit 6 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 7	5	2.FL.PWR.3e 2.FL.WC.4b, d-f 2.FL.F.5a, c 2.RI.KID.2-3	Prompting cards  Reteaching and enriching explicit lessons	<b>Phonics:</b> Compound and silent words <b>Sight Words:</b> <i>air, along, begin, children, important, letter, open, own, sound, talk</i> <b>Comprehension:</b> Use text features to locate	Possible Read Aloud Trade Books: <u>A Weed is a</u>	BA Unit 7 Week 1 Assessment

		2.RI.CS.5 2.RI.IKI.7 2.FL.VA.7b(ii), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6i, f-g, k 2.SL.CC.1-6	Adjust Lexile leveled passages according to student need	key facts in information (subheadings, captions); identify main topic and key details; describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify text <b>Vocabulary:</b> Distinguish shades of meaning among related adjectives <b>Grammar:</b> Use commas in greetings and closings of letters <b>Writing:</b> Process writing: narrative nonfiction letter	<u>Flower and Now and Ben</u>  Recipe for Reading  <b>Benchmark Advance Unit 7 Week 1</b>	BA Unit 7 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 8	4	2.FL.PWR.3d-f 2.FL.WC.4a-f 2.FL.F.5a, c 2.RL.KID.1-2 2.RI.CS.4-5 2.RI.IKI.7 2.FL.VA.7b(ii, v), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6f, j-k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Inflectional endings with spelling changes <b>Sight Words:</b> <i>animal, around, body, color, eye, form, high, light, story</i> <b>Comprehension:</b> Identify main topic and key details; use text features to locate key facts in information (subheadings, captions); explain how images contribute to and clarify text <b>Vocabulary:</b> Distinguish shades of meaning among related adjectives <b>Grammar:</b> Use an apostrophe to form contractions <b>Writing:</b> Process writing: narrative nonfiction letter	Possible Read Aloud Trade Books: <u>Martin's Big Words</u>  Recipe for Reading  <b>Benchmark Advance Unit 7 Week 2</b>	BA Unit 7 Week 2 Assessment  BA Unit 7 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 3 Week 9	5	Review standards previously taught				
Quarter 3 Week 10	5	2.FL.PWR.3d, f 2.FL.WC.4a-b, d, f 2.FL.F.5a, c 2.RI.KID.1, 3 2.RI.CS.4-5 2.RI.IKI.7 2.FL.VA.7a(v), b(ii), c 2.W.TTP.3, 2.W.PDW.4-6 2.FL.SC.6f, j-k 2.SL.CC.1-6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Related root words <b>Sight Words:</b> <i>across, become, complete, during, happened, hundred, problem, toward, study, wind</i> <b>Comprehension:</b> Read a poem: understand figurative language (simile) and imagery; describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify text <b>Vocabulary:</b> Distinguish shades of meaning among related adjectives <b>Grammar:</b> Use an apostrophe to form contractions; compare formal and informal	Possible Read Aloud Trade Books:  Recipe for Reading  <b>Benchmark Advance Unit 7 Week 3</b>	BA Unit 7 Week 3 Assessment  BA Unit 7 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect

				uses of English <b>Writing:</b> Process writing: narrative nonfiction letter		
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**2<sup>nd</sup> Grade ELA**  
Pacing Guide Second Semester  
**4<sup>th</sup> Quarter Unit**

**Title:**

Unit 8-Wind and Water Change Earth

Unit 9-Buyers and Sellers

Unit 10-States of Matter

**Essential Questions:**

Unit 8-How do we react to changes in nature?

Unit 9-How do the good we make, buy, and sell connect us?

Unit 10-How can matter change?

**Grade Readiness**

**Skills (behaviors):** Students can:

- read and spell grade-level appropriate words.
- read grade-level text.
- identify different genres.
- ask and answer questions on grade-level text.

**Knowledge (Standards):** Students who demonstrate understanding can:

- tell the difference between words with short vowels and long vowels within a one syllable word.
- spell words with vowel teams.
- read irregularly spelled words.
- decode text with purpose and understanding.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Writing/Reading Focus	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 4 Week 1	5	2.FL.PWR.3d 2.FL.WC.4b, d, f 2.FL.F.5a, c 2.RI.KID.3 2.RI.CS.6 2.RI.IKI.7-8 2.FL.VA.7a(i), c 2.W.TTP.2, 2.W.PDW.4-9 2.FL.SC.6a, j-k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Irregular plural nouns <b>Sight Words:</b> <i>against, certain, door, early, field, heard, knew, listen, morning, several</i> <b>Comprehension:</b> Analyze how the author's reasons support specific points in a text; explain how images contribute to and clarify text; describe connection between a series of events, ideas, concepts, or steps; identify main purpose of a text <b>Vocabulary:</b> Use context clues to determine word meaning (multiple-meaning words) <b>Grammar:</b> Use collective nouns <b>Writing:</b> Process writing: research project	Possible Read Aloud Trade Books: <u>An Island Grows</u>  Recipe for Reading  <b>Benchmark Advance Unit 8 Week 1</b>	BA Unit 8 Week 1 Assessment  BA Unit 8 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect

Quarter 4 Week 2	5	2.FL.PWR.3d 2.FL.WC.4b, d-f 2.FL.F.5a, c 2.RI.KID.1, 3 2.RI.CS.4, 6 2.RI.IKI.7, 9 2.FL.VA.7a(ii), c 2.W.TTP.2, 2.W.PDW.4-9 2.FL.SC.6h 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Suffixes -or, -er <b>Sight Words:</b> <i>area, ever, hours, measure, notice, order, piece, short, today, true</i> <b>Comprehension:</b> Explain how images contribute to and clarify text; describe connection between a series of events, ideas, concepts, or steps; identify main purpose of a text; compare and contrast the most important points in two texts on same topic <b>Vocabulary:</b> Use dictionaries and glossaries to determine word meaning <b>Grammar:</b> Compare formal and informal uses of English; understand formal uses of English; capitalize geographic names <b>Writing:</b> Process writing: research report	Possible Read Aloud Trade Books: <u>Thundercake</u>  Recipe for Reading  <b>Benchmark Advance Unit 8 Week 2</b>	BA Unit 8 Week 2 Assessment  BA Unit 8 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 4 Week 3	4	2.FL.PWR.3d 2.FL.WC.4b, d, f 2.FL.F.5a-c 2.RI.KID.1 2.RI.CS.4, 6 2.RI.IKI.8 2.FL.VA.7a(i-ii, v), c 2.W.TTP.2, 2.W.PDW.4-9 2.FL.SC.6a, i	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Suffixes -er, -est <b>Sight Words:</b> <i>covered, cried, figure, horse, money, products, questions, since, usually, voice</i> <b>Comprehension:</b> Identify main purpose of a text; analyze how the author's reasons support specific points in a text <b>Vocabulary:</b> Use context clues to determine word meaning (multiple- meaning words) <b>Grammar:</b> Use commas in greetings <b>Writing:</b> Process writing: research report	Possible Read Aloud Trade Books: <u>A Drop Around the World</u>  Recipe for Reading  <b>Benchmark Advance Unit 8 Week 3</b>	BA Unit 8 Week 3 Assessment  BA Unit 8 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 4 Week 4	5	2.FL.PWR.3d 2.FL.WC.4b-f 2.FL.F.5a-c 2.RL.KID.3 2.RL.IKI.7 2.FL.VA.7a(ii, iv), c 2.W.TTP.2, 2.W.PDW.4-6 2.FL.SC.6e 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Suffixes -y, -ly <b>Sight Words:</b> <i>able, behind, carefully, common, easy, fact, remember, sure, vowel, whole</i> <b>Comprehension:</b> Describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify text; describe how characters respond to major events and challenges; use illustrations and words to demonstrate understanding of characters, setting, and plot <b>Vocabulary:</b> Determine the meaning of compound words	Possible Read Aloud Trade Books: <u>How to Make an Apple Pie and See the World</u> and <u>How to Make a Cherry Pie and See the USA</u>  Recipe for Reading	BA Unit 9 Week 1 Assessment  BA Unit 9 Week 1 Culminating Activity  BA Quick Checks  Mastery Connect

				<b>Grammar:</b> Use adjectives and adverbs <b>Writing:</b> Multimedia presentation	<b>Benchmark Advance Unit 9 Week 1</b>	
Quarter 4 Week 5	5	2.FL.PWR.3e 2.FL.WC.4a-b, d-f 2.FL.F.5a 2.RI.KID.1, 3 2.RI.CS.4 2.RI.IKI.7 2.FL.VA.7a(iii, v), c 2.W.TTP.2, 2.W.PDW.4-6 2.FL.SC.6d, k 2.SL.CC.1-2, 6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Schwa <b>Sight Words:</b> <i>ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait</i> <b>Comprehension:</b> Describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify text; compare and contrast the most important points in two texts on same topic <b>Vocabulary:</b> Determine the meaning of words with prefixes <b>Grammar:</b> Use irregular past tense verbs <b>Writing:</b> Multimedia presentation	Possible Read Aloud Trade Books: <u>Mr. Tanen's Tie Trouble</u>  Recipe for Reading  <b>Benchmark Advance Unit 9 Week 2</b>	BA Unit 9 Week 2 Assessment  BA Unit 9 Week 2 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 4 Week 6	5	2.FL.PWR.3e 2.FL.WC.4a, d, f 2.FL.F.5a, c 2.RL.KID.3 2.RL.IKI.7 2.RI.KID.1 2.RI.CS.4 2.FL.VA.7a(i, v), c 2.W.TTP.2, 2.W.PDW.4-6 2.FL.SC.6k 2.SL.CC.1-6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Silent Letters <b>Sight Words:</b> <i>among, building, circle, decided, finally, heavy, include, nothing, special, wheel</i> <b>Comprehension:</b> Use illustrations and words to demonstrate understanding of characters, setting, and plot; describe how characters respond to major events and challenges <b>Vocabulary:</b> Determine the meaning of words and phrases in a text <b>Grammar:</b> Compare formal and informal language <b>Writing:</b> Multimedia presentation	Possible Read Aloud Trade Books:  Recipe for Reading  <b>Benchmark Advance Unit 9 Week 3</b>	BA Unit 9 Week 3 Assessment  BA Unit 9 Week 3 Culminating Activity  BA Quick Checks  Mastery Connect
Quarter 4 Week 7	5	Review standards previously taught				
Quarter 4 Week 8	5	2.FL.PWR.3f 2.FL.WC.4a-b, d-f 2.FL.F.5a, c 2.RL.KID.1, 3 2.RI.IKI.7 2.FL.VA.7a(iii), c 2.W.PDW.4-6 2.FL.SC.6f 2.SL.CC.1-6	Prompting cards  Reteaching and enriching explicit lessons  Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Possessives <b>Sight Words:</b> <i>brought, contain, front, gave, inches, material, noun, ocean, strong, verb</i> <b>Comprehension:</b> Describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify a text; ask and answer questions to demonstrate understanding of key details; use text features to locate key facts or information	Orton-Gillingham Strategies  Recipe for Reading  <b>Benchmark Advance Unit 10</b>	Universal Screener  BA Unit 10 Week 1 Assessment  BA Unit 10 Week 1 Culminating

				<b>Vocabulary:</b> Use a known root word as a clue to the meaning of an unknown word <b>Grammar:</b> Produce complete simple sentences <b>Writing:</b> Process writing: acrostic poem	<b>Week 1</b>	Activity BA Quick Checks Mastery Connect
Quarter 4 Week 9	5	2.FL.PWR.3d 2.FL.WC.4b, d-f 2.FL.F.5a, c 2.RL.KID.1 2.RI.KID.1, 3 2.RI.CS.4-5 2.RI.IKI.7 2.FL.VA.7a(ii-iii, v), c 2.W.PDW.4-6 2.FL.SC.6f-g, k 2.SL.CC.1-2, 6	Prompting cards Reteaching and enriching explicit lessons Adjust Lexile leveled passages according to student need	<b>Phonics:</b> Prefixes un-, re-, dis- <b>Sight Words:</b> <i>built, correct, inside, island, language, oh, person, street, system, warm</i> <b>Comprehension:</b> Describe a connection between a series of events, ideas, concepts, or steps; explain how images contribute to and clarify a text; ask and answer questions to demonstrate understanding of key details; use text features to locate key facts or information <b>Vocabulary:</b> Use a known root word as a clue to the meaning of an unknown word <b>Grammar:</b> Produce complete compound sentences <b>Writing:</b> Process writing: acrostic poem	Orton-Gillingham Strategies Recipe for Reading <b>Benchmark Advance Unit 10 Weeks 2 &amp; 3</b>	BA Unit 10 Week 2 Assessment BA Unit 10 Week 2 Culminating Activity BA Quick Checks Mastery Connect

**\*Text Features Lesson to be taught with Unit 1 Week 2**

Explicitly teach Text Features focusing on headings/subheadings and captions. Note how these contribute to the meaning of the text and deepen understanding. Revisit Habitats Around the World Extended Read 1 on page 12. Annotate headings/subheadings and captions.