

Mobile County Public School System
Division of Curriculum & Instruction

Pacing Guide At A Glance Grade 2
Reading and Language Arts (Spelling & Grammar/Mechanics)

Preface

- Each child should receive instruction on all the identified grade level content standards and, at the same time, receive instruction based upon his/her instructional reading level (blue, yellow, green or My Sidewalks). While the teacher's focus must be on the content standards identified for each quarter, these represent the minimum requirements. Teachers will use their knowledge about what children require developmentally to become well-rounded readers who can make sense of text. *Reading Street* will be implemented as designed.
- Carefully note objectives in italics. These objectives will need additional explicit instruction.
- The large sound/spelling cards provided with *Reading Street* should be posted as visual examples (and/or charts), especially for second grade students. More information about sound/spelling cards can be found on the MCPSS website- Elementary Reading K-5.
- Handwriting will be taught and evaluated using the D'Nealian model located in the Teacher Resource section in Reading Street teacher editions.
- Children not meeting with the teacher during small group time must be involved in meaningful and relevant practice with previously taught skills.
- Spelling and grammar/mechanics will be taught within the meaningful context of the reading lesson. Refer to the weekly selections for all reading, spelling, and grammar/mechanics plans. Continue to follow W.O.W. box guidelines for writing instruction.
- The MCPSS Pacing Guide for science and social studies are simply suggested, not required pacing. Since instruction is MOST effective when subjects are integrated, teachers are encouraged to use the Alabama Weekly Skills Overview page found at the beginning of each *Reading Street* story. Science and social studies standards are located at the bottom of the second page of this overview.
- When teaching homonyms, the focus of instruction should be on identifying and supplying words that look alike and/or sound alike and have different meanings **NOT** labeling words as homonyms, homophones, or homographs.

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Reading – 2nd Grade 1st Quarter Pacing Guide at a Glance

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
1	Phonemic Awareness <ul style="list-style-type: none"> identify number of syllables 		
2	Phonics <ul style="list-style-type: none"> apply phonetic strategies to decode single syllable/multisyllabic words with long & short vowels and consonant blends ,consonant digraphs, and r-controlled vowels read phonetically regular & irregular 2- and 3- syllable words 		
5	Fluency <ul style="list-style-type: none"> recognize high frequency words recognize and apply inflectional endings 		
3	Vocabulary <ul style="list-style-type: none"> identify and supply synonyms recognize and use contractions 		
4	Comprehension: Textual/informational, functional, literary/recreational <ul style="list-style-type: none"> retell and answer questions connect events in a story to real life experiences identify story elements (plot, setting, characters, problem, solution) identify main idea identify details make predictions distinguish reality from make-believe use reference materials: dictionary, parts of a book(index, table of contents, glossary) 		
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By the end of First Quarter, Unit 2, Story 2, *Ronald Morgan Goes to Bat* should be completed. (Minimum pacing)

DCA 1.1 should be given after *Henry and Mudge*. DCA 1.2 should be given after *Ronald Morgan Goes to Bat*.

ACOS#	Standard/Objective	Taught	Tested
	Spelling See Phonics and Vocabulary – spell words correctly.		
8, 9	Language Mechanics <ul style="list-style-type: none"> Apply correct capitalization – the first word of sentences, <i>pronoun I</i> and proper nouns(titles of people) 		
8,9	<ul style="list-style-type: none"> Apply correct punctuation – period, question mark, and exclamation mark 		
10	<ul style="list-style-type: none"> Apply correct grammar – nouns and pronouns, subject-verb agreement 		

See Language Arts Pacing Guide at a Glance for Language Expression: Written

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Reading – 2nd Grade 2nd Quarter Pacing Guide at a Glance

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
2	<u>Phonics</u> <ul style="list-style-type: none"> • <i>read words and identify number of syllables</i> • apply phonetic strategies to decode multisyllabic words with long & short vowels and consonant blends, consonant digraphs and r-controlled vowels 		
5	<u>Fluency</u> <ul style="list-style-type: none"> • recognize high frequency words 		
3	<u>Vocabulary</u> <ul style="list-style-type: none"> • recognize correct possessive form of words 		
3	<ul style="list-style-type: none"> • identify antonyms 		
3	<ul style="list-style-type: none"> • recognize and use compound words 		
4	<u>Comprehension: Textual/informational, functional, literary/recreational</u> <ul style="list-style-type: none"> • retell and answer questions 		
4	<ul style="list-style-type: none"> • connect events in a story to real life experiences 		
4	<ul style="list-style-type: none"> • identify story elements (plot, setting, characters, problem, solution) 		
4	<ul style="list-style-type: none"> • identify main idea 		
4	<ul style="list-style-type: none"> • identify details 		
	<ul style="list-style-type: none"> • draw conclusions 		
4	<ul style="list-style-type: none"> • make predictions 		
6	<ul style="list-style-type: none"> • recognize the author's purpose or intent 		
	<ul style="list-style-type: none"> • identify cause and effect 		
4	<ul style="list-style-type: none"> • <i>use reference materials: maps, atlases, dictionary (alphabetize to the second letter)</i> 		

**By the end of Second Quarter, Unit 3, Story 4, *Rosa and Blanca* should be completed. (Minimum pacing)
DCA 2.1 should be given after *A Turkey for Thanksgiving*. DCA 2.2 should be given after *Rosa and Blanca*.**

ACOS#	Standard/Objective	Taught	Tested
	<u>Spelling</u> See Phonics and Vocabulary – spell words correctly.		
8, 9	<u>Language Mechanics</u> <ul style="list-style-type: none"> • Apply correct capitalization – the first word of sentences, <i>pronoun I</i> and proper nouns (titles of people/ months of the year/days of the week) 		
8,9	<ul style="list-style-type: none"> • Apply correct punctuation – period, question mark, exclamation mark and apostrophe (contractions) 		
10	<ul style="list-style-type: none"> • Apply correct grammar – nouns (singular/plural), pronouns, and verbs (action), subject-verb agreement 		

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Reading – 2nd Grade 3rd Quarter Pacing Guide at a Glance

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
5	Fluency <ul style="list-style-type: none"> recognize high-frequency words 		
2	Phonics <ul style="list-style-type: none"> apply phonetic strategies to decode multisyllabic words containing diphthongs 		
3	Vocabulary <ul style="list-style-type: none"> identify multiple meaning words; synonyms 		
3	<ul style="list-style-type: none"> recognize and apply comparative/ inflectional endings 		
3	<ul style="list-style-type: none"> use semantic cues (context clues) 		
4	Comprehension: Textual/informational, functional, literary/recreational <ul style="list-style-type: none"> retell and answer questions 		
4	<ul style="list-style-type: none"> connect events in a story to real life experiences 		
6	<ul style="list-style-type: none"> identify main idea 		
6	<ul style="list-style-type: none"> identify details 		
6	<ul style="list-style-type: none"> recognize the author's purpose or intent 		
	<ul style="list-style-type: none"> identify cause and effect 		
4	<ul style="list-style-type: none"> make predictions 		
4	<ul style="list-style-type: none"> draw conclusions 		
4	<ul style="list-style-type: none"> <i>classify ideas</i> 		
4	<ul style="list-style-type: none"> sequence events 		
4	<ul style="list-style-type: none"> <i>use reference materials: simple tables, charts and graphs</i> 		

By the end of Third Quarter, Unit 5, Story 1, *Firefighter!* should be completed. (Minimum pacing)

DCA 3.1 should be given after *Life Cycle of a Pumpkin*. DCA 3.2 should be given after *Fire Fighter*.

ACOS#	Standard/Objective	Taught	Tested
	Spelling See Phonics and Vocabulary – spell words correctly.		
8, 9	Language Mechanics <ul style="list-style-type: none"> Apply correct capitalization – the first word of sentences, <i>pronoun I</i> and proper nouns (titles of people/months of the year/days of the week/ holidays) 		
8,9	<ul style="list-style-type: none"> Apply correct punctuation – period, question mark, and exclamation mark, apostrophe(contractions and possessives) and comma (items in a series/dates/friendly letter greetings) 		
10	<ul style="list-style-type: none"> Apply correct grammar – nouns (singular/plural), pronouns, and verbs (action/being), subject-verb agreement (simple subject) and adjectives 		

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Reading – 2nd Grade 4th Quarter Pacing Guide At A Glance

ACOS #	Standard/Objectives	Dates:	
		Taught	Tested
2	Phonics <ul style="list-style-type: none"> apply phonetic strategies to decode multisyllabic words containing vowel digraphs 		
3/5	Vocabulary <ul style="list-style-type: none"> recognize high frequency words identify and supply homonyms, homographs and homophones recognize and apply comparative/inflectional endings recognize prefixes and suffixes 		
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4	Comprehension: Textual/informational, functional, literary/recreational <ul style="list-style-type: none"> retell and answer questions connect events in a story to real life experiences draw conclusions identify main idea summarize the plot, character actions & motives identify details recognize the author's purpose or intent identify cause and effect identify fact and opinion make predictions sequence events <i>use reference materials: encyclopedia</i> 		
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**By the end of Fourth Quarter, Unit 6, Story 5, *Jingle Dancer* should be completed. (Minimum pacing)
DCA 4.1 should be given after *Horace and Morris*. DCA 4.2 should be given after *Red, White, and Blue*.**

ACOS#	Standard/Objective	Taught	Tested
	Spelling See Phonics and Vocabulary – spell words correctly.		
8, 9	Language Mechanics <ul style="list-style-type: none"> Apply correct capitalization – the first word of sentences, <i>pronoun I</i> and proper nouns (titles of people/months of the year/days of the week/ holidays) 		
8,9	<ul style="list-style-type: none"> Apply correct punctuation – <i>period (in abbreviations)</i>, question mark, and exclamation mark, apostrophe(contractions and possessives), comma (items in a series/dates/friendly letter greetings), quotation marks 		
10	<ul style="list-style-type: none"> Apply correct grammar – nouns (singular/plural), pronouns, and verbs (action/being), subject-verb agreement (simple subject) and adjectives 		

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