

## Second Grade Pacing Guide for Reading

	Quarter One	Quarter Two	Quarter Three	Quarter Four
Reading Habits	<p>1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p> <p>*2.02 Use text for a variety of functions, including literary, informational, and practical.</p> <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, and book clubs). Focus on listening.</p>	<p>1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p> <p>*2.02 Use text for a variety of functions, including literary, informational, and practical.</p> <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, and book clubs). Focus on discussions.</p>	<p>1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p> <p>*2.02 Use text for a variety of functions, including literary, informational, and practical.</p> <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, and book clubs). Focus on composition.</p>	<p>1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p> <p>*2.02 Use text for a variety of functions, including literary, informational, and practical.</p> <p>3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, and book clubs). Focus on all skills.</p>

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Word Recognition & Vocabulary	<p>*1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02 Read most high frequency and many irregularly spelled words accurately in text.</p> <p>*1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p>	<p>*1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02 Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p> <p>*1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p>	<p>*1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02 Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p> <p>*1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p>	<p>*1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02 Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p> <p>*1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p>
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<p>Comprehension Strategies and Connections</p>	<p>*2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama appropriate for grade two by:</p> <p>2.04 Pose possible how, why, and what if questions to understand and/or interpret text.</p> <p>2.06 Recall main idea, facts and details from a text.</p> <p>3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.</p> <p>*3.05 Locate and discuss examples of an author’s use of:</p>	<p>*2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama appropriate for grade two by:</p> <p>2.04 Pose possible how, why, and what if questions to understand and/or interpret text.</p> <p>2.06 Recall main idea, facts and details from a text.</p> <p>2.07 Discuss similarities and differences in events, characters and concepts within and across texts.</p> <p>3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.</p> <p>*3.05 Locate and discuss examples of an author’s use of:</p>	<p>*2.01 Continue.</p> <p>2.03 Read expository materials for answers to specific questions.</p> <p>2.07 Continue.</p> <p>3.02 Continue.</p> <p>3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features).</p> <p>*3.05 Locate and discuss examples of an author’s use of:</p> <p>3.06 Discuss the effect of an author’s choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.</p>	<p>*2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama appropriate for grade two by:</p> <p>2.05 Self-monitor own difficulties in comprehending independently using several strategies.</p> <p>2.08 Interpret information from diagrams, charts, and maps.</p> <p>3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.</p> <p>*3.05 Locate and discuss examples of an author’s use of:</p> <p>3.06 Discuss the effect of an author’s choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.</p>
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### Text in Genres for Grade 2

<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>	<u>Drama</u>
Storybooks	Newspapers	Short Poems	Skits
Short Chapter Books	Telephone Books	Word Plays	Short Plays
	Signs/Labels	(Alliteration/Rhyme)	