

ENGLEWOOD BAPTIST



Second Grade

2024-2025

PACING GUIDE

OVERVIEW

Pacing Guides are grade level curriculum maps for core academic areas - English/Language Arts, Mathematics, Science, and Social Studies. The guides are based on local and state objectives.

Pacing Guides are beneficial to both teacher and student. They guide instructional planning through the school year keeping the teacher on schedule to cover all standards. The guides also help teachers coordinate between and among grade levels. Additionally, Pacing Guides are tools to help concentrate time, effort, and resources to maximize student learning. In short, the guides chunk the curriculum, put topics in a sensible order, determine what resources to draw on, and develop a good sense of how long different elements of instruction will take.

Since instruction is improved, so is student opportunity to learn.

King's Academy Pacing Guides are aligned with the North Carolina Standard Course of Study.



ELA CURRICULUM AT-A-GLANCE

Reading Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Text Complexity

Reading Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level and Text Complexity

Language Skills

- Conventions of Standard English- Command of conventions of standard English grammar and usage when writing or speaking
- Knowledge of Language- Use language and its conventions when writing, speaking, reading or listening
- Vocabulary Acquisition and Use- Determine/clarify the meaning of words /phrases

Writing

- Text Types and Purposes
- Production and Distribution
- Research
- Range of Writing

Speaking and Listening

- Comprehension and Collaboration- Collaborative conversations with diverse partners (partners, small/large groups) about grade topics
- Presentation of Knowledge and Ideas

Foundational Skills

- Print Concept- Organization and basic features of print
- Phonological Awareness- Understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and Word Recognition- Know and apply grade level phonics and word analysis skills in decoding words
- Fluency- Read with accuracy and fluency to support comprehension

See Also

Understanding the NC English Language Arts (ELA) Standard Course of Study: Grade 2

<https://www.dpi.nc.gov/documents/cfss/parents/understanding-ela-standard-course-study-grade-2>

ELA FIRST NINE WEEKS

<p>Literature</p> <p>L.3 Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.4 Understand words and phrases that supply rhythm and meaning in a story and poem (regular beats, alliteration, rhymes, repeated lines)</p> <p>L.7 Use illustrations, words, and digital print to understand characters, setting, plot</p> <p>L.10 Read and comprehend literature (stories, poetry) in levels 2-3 scaffolding as needed</p>	<p>Informational</p> <p>I.1 Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>I.5 Know various text features: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons to locate facts in text.</p> <p>LS.1a grammar and usage of collective nouns</p> <p>I.10 Read and comprehend informational texts (history, science, etc.) in levels 2-3 scaffolding as needed</p>
<p>Language Skills</p> <p>LS.1d – Form and use the past tense of irregular verbs (sat, hid, told)</p> <p>LS.2 Capitalization, punctuation, and spelling of a. Holidays, product names, geography names e. Use dictionaries to check and correct spelling</p> <p>LS.3 Knowledge of conventions- Compare formal and informal uses of English</p> <p>LS.4a- Use sentence-level context as a clue to the meaning of a word or phrase</p> <ul style="list-style-type: none"> • 4d-Use meaning of individual words to predict meaning of compound words 	<p>Foundational Skills</p> <p>FS.1a Distinguish long and short vowels when reading regularly spelled one syllable words</p> <p>FS.1b Know spelling sound correspondences for vowel teams</p> <p>FS.4-Read with accuracy and fluency to support comprehension</p> <p>FS.4a Read on-level text with purpose and understanding</p>

<ul style="list-style-type: none"> • 4e- Use glossaries and dictionaries (digital and print) to clarify meaning of words 	
<p>Speaking and Listening</p> <p>SL.1 Collaborative conversations with diverse partners about grade level topics</p> <p>SL.1a- Follow respectful rules for discussion</p> <ul style="list-style-type: none"> • 1b-Build on conversations by linking comments to remarks • 1c- Ask for clarification/explanation about topics <p>SL.4- Recount a story with facts, descriptive details in coherent sentences</p>	<p>Writing</p> <p>W.5- Focus on a topic by revising and editing</p> <p>W.8- Recall information from sources to answer a question</p>

ELA SECOND NINE WEEKS

<p>Literature</p> <p>FS.1d- Decode words with common prefixes and suffixes</p> <p>L.3- Describe how characters respond to major events and challenges</p> <p>L.5- Describe the structure of a story: beginning introduces a story and the end concludes the story</p> <p>L.9- Compare/Contrast two or more versions of a story by different authors</p>	<p>Informational</p> <p>I.2- Identify main topic in multi-paragraph text</p> <p>I.5 Know various text features: captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons to locate facts in text.</p> <p>I.6 -Identify main purpose including what the author wants to answer, explain or describe</p>
<p>Language Skills</p> <p>LS.1a grammar and usage of collective nouns</p> <p>LS.1b- form and use frequently occurring irregular plural nouns</p> <p>LS.2- Capitalization, punctuation, and spelling of</p> <ul style="list-style-type: none"> • 2b- commas in greetings and closings of letters • 2c. Use apostrophe to form contractions and possessives <p>LS.4b-Determine meaning of a new word formed when prefix is added to known word</p>	<p>Foundational Skills</p> <p>FS.1c- Decode regularly spelled two-syllable words with long vowels</p> <p>FS.4-Read with accuracy and fluency to support comprehension</p> <p>FS.4c -Use context to confirm/self-correct word recognition and understanding (rereading if necessary)</p>
<p>Speaking and Listening</p> <p>SL.2- Recount key ideas/details from a read aloud text</p>	<p>Writing</p> <p>W.3- Writing narratives or short sequence of events including details, thoughts, feelings, temporal words and closure.</p>

SL.6- Produce complete sentences to provide details or clarification

W.6- With support use a variety of digital tools to produce and publish writing

ELA THIRD NINE WEEKS

<p>Literature</p> <p>L.2- Recount stories including fables and folktales. Determine central message, lesson and/or moral</p> <p>L.6- Understand different points of view of characters- change voice in reading aloud</p>	<p>Informational</p> <p>I.3- Describe connection between historical events, scientific ideas/concepts, or steps in a procedure</p> <p>I.4- Determine the meaning of words or phrases in text</p> <p>I.8 – Describe how reasons support specific points the author make in a text</p>
<p>Language Skills</p> <p>LS.2- Capitalization, punctuation, and spelling of</p> <p>2d. Generalize learned spelling patterns</p> <p>4c- Use root word as a clue to the meaning of unknown word within the same root</p> <p>LS.5- Distinguish shades of meaning among verbs</p>	<p>Foundational Skills</p> <p>FS.1e- Identify words with inconsistent but common spelling –sound correspondences</p> <p>FS.4-Read with accuracy and fluency to support comprehension</p> <p>4b- Read on-level text with accuracy, appropriate rate, expression</p>
<p>Speaking and Listening</p> <p>SL.3- Ask and answer questions to clarify, gather or deepen understanding of a topic</p> <p>SL.5- Create recordings of stories/poems; add drawings to clarify ideas, thoughts and feelings</p>	<p>Writing</p> <p>W.1- Write opinion piece; introduce the topic, state an opinion, support their opinion using linking words to connect opinions and reasons, provide a concluding statement.</p>

ELA FOURTH NINE WEEKS

<p>Literature</p> <p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Recount stories including fables and folktales. Determine central message, lesson and/or moral</p> <p>L.3- Describe how characters respond to major events and challenges</p> <p>L.4- Understand words and phrases that supply rhythm and meaning in a story and poem (regular beats, alliteration, rhymes, repeated lines)</p> <p>L.5- Describe the structure of a story: beginning introduces a story and the end concludes the story</p> <p>L.6- Understand different points of view of characters- change voice in reading aloud</p> <p>L.7- Use illustrations, words, and digital print to understand characters, setting, plot</p> <p>L.10- Read and comprehend literature (stories, poetry) in levels 2-3 scaffolding as needed</p>	<p>Informational</p> <p>I.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>I.2- Identify main topic in multi-paragraph text</p> <p>I.3- Describe connection between historical events, scientific ideas/concepts, or steps in a procedure</p> <p>I.4- Determine the meaning of words or phrases in text</p> <p>I.6- Identify main purpose including what the author wants to answer, explain or describe</p> <p>I.9- Understand text features (captions, bold print, glossaries, indexes, electronic menus, icons) and how to use them to find information in a text</p>
<p>Language Skills</p> <p>LS.1c-use reflexive pronouns (myself, ourselves, etc.)</p>	<p>Foundational Skills</p> <p>FS.1f- Recognize and read grade-appropriate irregularly spelled words</p>

<ul style="list-style-type: none"> • 1e-Use adjectives and adverbs and choose between them depending on what is to be modified • 1f-Produce, expand and rearrange complete, simple, and compound sentences. <p>LS.5a- Identify real-life connections between words and their uses</p> <p>LS.6 -Using adjectives and adverbs to describe</p>	<p>FS.4-Read with accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> • 4a- Read on-level text with purpose and understanding • 4b- Read on level text orally with accuracy, appropriate rate and expression • 4c- Use context to confirm/self-correct word recognition and understanding
<p>Speaking and Listening</p> <p>SL.1- Collaborative conversations with diverse partners about grade level topics</p> <ul style="list-style-type: none"> • 1a- Follow rules for discussion 1b-Build on conversations by linking comments to remarks • 1c- Ask for clarification/explanation about topics <p>SL.2- Recount key ideas/details from a read aloud text</p> <p>SL.3- Ask and answer questions to clarify, gather or deepen understanding of a topic</p> <p>SL.4- Recount a story with facts, descriptive details in coherent sentences</p> <p>SL.5- Create recordings of stories/poems; add drawings to clarify ideas, thoughts and feelings</p> <p>SL.6- Produce complete sentences to provide details or clarification</p>	<p>Writing</p> <p>W.2- Write informative/explanatory texts: introduce a topic, use facts to develop points and provide a concluding statement</p> <p>W.7- Participate in research and writing projects</p>

MATH CURRICULUM AT-A-GLANCE

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry

- Reason with shapes and attributes.

See Also

Building Conceptual Understanding and Fluency Through Games: Grade 2

<https://tools4ncteachers.com/resources/district-leaders/documents/2ndgrade-GAMES.pdf>

NC 2nd Grade Math Unpacking, Rev 2022

<https://www.dpi.nc.gov/nc-2nd-grade-math-unpacking-rev-june-2022>

North Carolina Collaborative for Mathematics Learning:
First Grade Framework

content/uploads/2018/08/Comm-InstrFrameworks_2-3.pdf

<https://www.nc2ml.org/wp->

MATH FIRST THROUGH FOURTH NINE WEEKS

<p>First Nine Weeks</p> <p>OA.1- Solve one-step addition and subtraction word problems within 100. Focus on strategies: Add to/Take from (start unknown)/Compare (bigger unknown)/Compare (smaller unknown)</p> <p>OA.2- Demonstrate fluency within addition and subtraction</p> <p>OA.3- Determine if numbers are odd or even NBT.2- Count within 100 (Skip count by 5's)</p> <p>NBT.5- Demonstrate fluency with addition and subtraction within 100</p> <p>NBT.6 Add up to three two-digit numbers</p> <p>NBT.8- Mentally add or subtract 10 to/from a given number</p> <p>MD.6- Represent whole numbers (sums and differences), as lengths from 0 on a number line</p>	<p>Second Nine Weeks</p> <p>OA.4- Use addition to find the total number of objects in rectangular arrays; Write an equation to express the total as a sum of equal addends.</p> <p>NBT.1- Understand the three digits of a three-digit number represents amounts of hundreds, tens and ones</p> <p>NBT.2- Skip count within 1,000 by 5's, 10's, and 100's</p> <p>NBT.3- Read and write numbers within 1,000 using base ten numerals, number names, and expanded form</p> <p>NBT.4- Compare two three digit numbers within 1,000 (base ten & expanded form)</p> <p>MD.7- Tell time with an analog or digital clock to the nearest 5 minutes, using a.m. and p.m.</p>
<p>Third Nine Weeks</p> <p>OA.1- Solve one and two step addition and subtraction word problems- Change Unknown add to and take from</p> <p>MD. 1– Measuring length of objects- in standard units by selecting appropriate tools rulers, measuring tapes, meter sticks</p>	<p>Fourth Nine Weeks</p> <p>OA.1- Represent and solve one and two step addition and subtraction word problems- (Unknowns: Add to/Take from unknown; Compare bigger unknown to a smaller unknown; Add to/Take from/Change unknown; add to/take from result unknown)</p> <p>MD.8-Solve word problems involving coins and whole dollar amounts</p>

MD.2- Measure the length of an object twice; using different length units; describe how the two measurements relate

MD.3- Estimate lengths using inches, feet, centimeters and meters

MD.4- Measure how much longer one object is than another

MD.5- Addition and subtraction within 100 to solve word problems involving lengths in the same unit using equations with a symbol for unknown number

NBT.6- Add up to three two-digit numbers using strategies based on place value and properties of operations.

NBT.7 Add and subtract within 1,000

NBT.8- Mentally add or subtract 10 or 100 to /from a given number

MD.10- Organize, represent and interpret data and solve word problems (bar graph and picture graph)

G.1-Identify and draw triangles, quadrilaterals, pentagons, hexagons, rectangular prisms and cubes based on attributes (number of sides, faces, angles, etc.)

G.3- Partition circles and rectangles into 2, 3 or 4 equal shares . Recognize equal shares do not have to be the same shape

SCIENCE FIRST THROUGH FOURTH NINE WEEKS

Over time and through multiple and varied integrated experiences, children develop skills in scientific discourse. Science standards will, then be integrated with math and reading instruction. No separate science grade will be reported.

<p>First Nine Weeks: Earth Science</p> <p>Earth Systems, Structures and Processes</p> <p>2.E.1-Understand patterns of weather & factors that affect it.</p> <ul style="list-style-type: none"> • 2.E.1- Energy serves as a source of light that warms the land, air and water. • 2.E.2- Summarize weather conditions using qualitative and quantitative measures to describe: temperature, wind direction, wind speed, precipitation • 2.E.3- Compare weather patterns and relate patterns to time of day and year. • 2.E.4- Recognize tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons. 	<p>Second Nine Weeks: Physical Science</p> <p>Matter: Properties and Change</p> <p>2.P.2- Understand properties of solids and liquids and the changes they undergo.</p> <ul style="list-style-type: none"> • 2.P.2.1- Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling. • 2.P.2.2- Compare the amount (volume and weight) of water in a container before and after freezing. • 2.P.2.3- Compare water left in an open container over time as to water left in a closed container
<p>Third Nine Weeks: Physical Science/Life Science</p> <p>Forces and Motion; Evolution and Genetics</p> <p>2.P.1- Understand the relationship between sound and vibrating objects.</p>	<p>Fourth Nine Weeks: Life Science</p> <p>Structures and Functions of Organisms</p> <p>2.L.1- Understand animal life cycles.</p> <ul style="list-style-type: none"> • 2.L.1.1- Summarize life cycle of animals: <ul style="list-style-type: none"> • Birth

- 2.P.1- Illustrate how sound is produced by vibrating objects and columns of air.
- 2.P.2- Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords

2.L.2- Organisms differ from or are similar to parents based on characteristics of the organism.

- 2.L.1- Identify ways plants and animals resemble their parents in appearance and ways they are different.
- 2.L.2- Recognize variation among individuals that are related.

- Developing into adult
- Reproducing
- Aging and death

2.L.1.2- Compare life cycles: mealworms, ladybugs, crickets, guppies, butterflies, praying mantis, or frogs

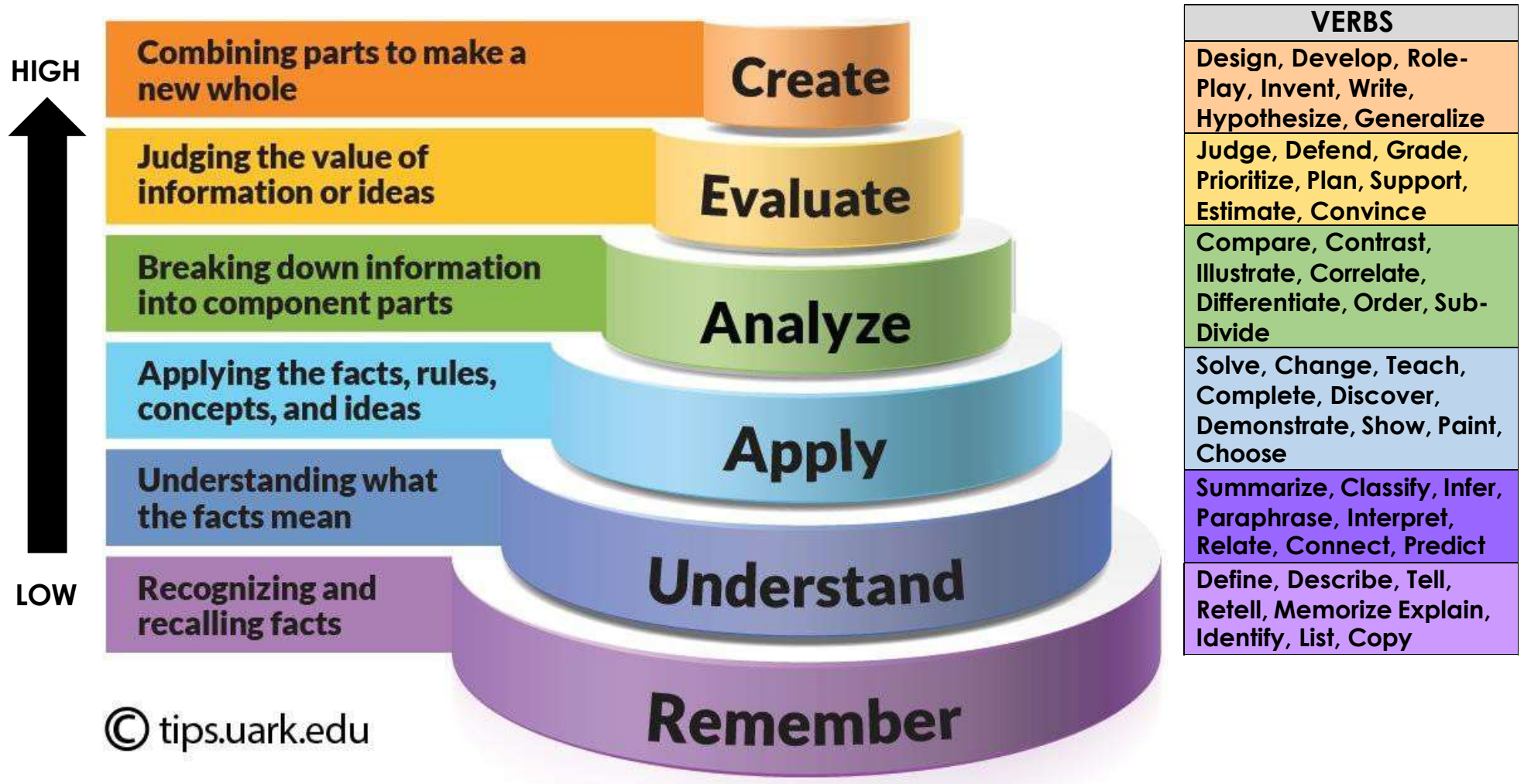
SOCIAL STUDIES FIRST THROUGH FOURTH NINE WEEKS

Healthy vs fractured integration of social studies standards with English Language Arts standards will enrich student language acquisition, reading, writing, listening and speaking. The goal is to embed social studies standards in clear, concise, content-rich instruction that leads to deep understanding. No separate social study grade will be reported.

<p>First Nine Weeks: Civics & Governance, Culture</p> <p>2.C&G.1- Purpose of government.</p> <ul style="list-style-type: none"> • 2.C&G.1.1-Explain government services and their value to the community (libraries, schools, parks, etc.) • 2.C&G.1.2-Explain how governments establish order, provide security and create laws <p>2C&G.2- Roles and responsibilities of citizens.</p> <ul style="list-style-type: none"> • 2.C&G.2.1-Exemplify characteristics of good citizenship through historical figures and everyday citizens. • 2.C&G.2.2-Explain importance for citizens to participate in their community. <p>2.C.1-Variou cultures influence communities</p> <ul style="list-style-type: none"> • 2.C.1.3-Exemplify respect and appropriate social skills needed for working with diverse groups 	<p>Second Nine Weeks: Culture, History</p> <p>2.C.1- Various cultures influence communities</p> <ul style="list-style-type: none"> • 2.C1.1- Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.) • 2.C.1.2- Recognize historical figures/ events with various cultural traditions. <p>2.H.1-Variou sources provide information about the past</p> <ul style="list-style-type: none"> • 2.H.1.1- Use timelines to show sequencing of events. • 2.H.1.2- Identify contributions of historical figures (community, state, nations and world) through various genres. • 2.H.1.3-Compare interpretations of the same time period using evidence such as photographs and interviews.
<p>Third Nine Weeks: Economics and Financial Literacy</p> <p>2.E.1- Basic economic concepts.</p>	<p>Fourth Nine Weeks: Geography & Environmental Literacy, History</p> <p>2.G.1- Geographic representations, terms, and technology</p>

<ul style="list-style-type: none"> • 2.E.1.1- Understand how businesses meet the needs and wants of consumers. • 2.E.1.2- Roles and impact producers and consumers have on economy. • 2.E.1.3- Summarize supply and demand. • 2.E.1.4- Explain why people and countries trade for goods and services. • 2.E.1.5-Explain how money is used for saving, spending, borrowing and giving. • 2.E.1.6-Summarize the role of financial institutions relative to savings. 	<p>2.G.1.1- Interpret maps that contain symbols, legends and cardinal directions.</p> <ul style="list-style-type: none"> • 2.G.1.2- Interpret symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). <p>2.G.2- Effects of humans interacting with their environment.</p> <ul style="list-style-type: none"> • 2.G.2.1-Give examples people depend on the physical environment and natural resources to meet basic needs. • 2.G.2.2- Explain how people positively and negatively affect the environment.
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BLOOM'S TAXONOMY



SOURCE

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The **UDL Guidelines** are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The Guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.



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