## MP4 2nd Grade Reading Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Process Skills SEs</th>
<th>Content SEs</th>
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<tr>
<td><strong>Weeks 1-3</strong></td>
<td><strong>Beginning Reading Skills/Phonics</strong>&lt;br&gt;2.2Aii consonant diagraphs ti si ci gn wr&lt;br&gt;2.2C spelling patterns ough (as in tough, thought)**</td>
<td><strong>Vocabulary Development:</strong>&lt;br&gt;2.5B(R) use context to determine meaning of words&lt;br&gt;2.5C identify common antonyms and synonyms&lt;br&gt;2.5D alphabetize a series of words**</td>
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<tr>
<td><strong>TRS Unit 6A- Genre Depot</strong></td>
<td><strong>Beginning Reading Skills/Strategies</strong>&lt;br&gt;2.2G high-frequency words: 75 from list provided&lt;br&gt;2.3B ask relevant questions&lt;br&gt;2.3C set a purpose for reading**</td>
<td><strong>Informational Text/Informational Culture and History:</strong>&lt;br&gt;2.13A identify topic &amp; explain authors purpose**</td>
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<td><strong>and 5B Media Literacy</strong></td>
<td><strong>Reading Comprehension</strong>&lt;br&gt;2.Fig 19D Make Inferences&lt;br&gt;2.Fig 19F Make Connections**</td>
<td><strong>Informational Text/Expository:</strong>&lt;br&gt;2.14A(R) identify main idea &amp; distinguish it from the topic**</td>
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<td><strong>Weeks 4-6</strong></td>
<td><strong>Literary Text/Theme and Genre</strong>&lt;br&gt;2.6A identify moral lessons as themes in well-known fables, legends, myths, or stories**</td>
<td><strong>Literary Text/Poetry</strong>&lt;br&gt;2.7A describe how rhyme, rhythm, and repetition interact to create images in poetry**</td>
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<td><strong>TRS Unit 6A- Genre Depot</strong></td>
<td><strong>Literary Text/Drama</strong>&lt;br&gt;2.8A identify the elements of dialogue and use them in informal plays**</td>
<td><strong>Literary Text/Novel</strong>&lt;br&gt;2.9A(R) describe similarities and differences in the plots and settings of several works by the same author**</td>
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Weeks 7-9
TRS Unit 6B - Genre Junction & Unit 5B - Media Literacy

**Beginning Reading Skills/Phonics**
Review all SEs according to the Phonics Scope and Sequence based on student need. Use data such as Istation, Lexia (if applicable), and Teacher Data.

**Beginning Reading Skill/Strategies**
- 2.3B ask relevant questions
- 2.3C set a purpose for reading

**Reading Comprehension**
- 2.Fig19D Make inferences
- 2.Fig19F Make connections

**Vocabulary Development**
- 2.5B(R) use context to determine meaning of words
- 2.5C identify common antonyms and synonyms
- 2.5D alphabetize a series of words

**Literary Text/Theme and Genre**
- 2.6A identify moral lessons as themes in well-known fables, legends, myths, or stories

**Literary Text/Poetry**
- 2.7A describe how rhyme, rhythm, and repetition interact to create images in poetry

**Literary Text/Drama**
- 2.8A identify the elements of dialogue and use them in informal plays

**Literary Text/Fiction**
- 2.9A(R) describe similarities and differences in the plots and settings of several works by the same author

**Reading/Media Literacy:**
- 2.16A recognize different purposes of media
- 2.16B describe techniques used to create media messages
- 2.16C identify various written conventions for using digital media

(R) readiness standard

Revised February 2018

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<th>Weeks 3, 6, 9</th>
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<td><strong>TRS Unit 6A-Genre Depot</strong></td>
<td><strong>Writing Process</strong>&lt;br&gt;2.17B(R) develop drafts by sequencing ideas through writing sentences&lt;br&gt;2.17C(R) revise drafts by adding or deleting words, phrases, or sentences&lt;br&gt;2.17D(R) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</td>
<td><strong>Writing/Literary Texts</strong>&lt;br&gt;2.18A write brief stories that include a beginning, middle, and end</td>
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<tr>
<td><strong>TRS Unit 6B-Genre Depot</strong></td>
<td><strong>Writing Process</strong>&lt;br&gt;2.17B(R) develop drafts by sequencing ideas through writing sentences&lt;br&gt;2.17C(R) revise drafts by adding or deleting words, phrases, or sentences&lt;br&gt;2.17D(R) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</td>
<td><strong>Writing/Procedural Texts</strong>&lt;br&gt;2.19A(R)* write brief compositions&lt;br&gt;2.19C write brief comments</td>
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<tr>
<td><strong>TRS Unit 6B-Genre Junction</strong></td>
<td><strong>Writing Process</strong>&lt;br&gt;2.17B(R) develop drafts by sequencing ideas through writing sentences&lt;br&gt;2.17C(R) revise drafts by adding or deleting words, phrases, or sentences&lt;br&gt;2.17D(R) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric&lt;br&gt;<strong>Oral and Written Conventions/Conventions</strong>&lt;br&gt;Review as necessary during their independent writing</td>
<td><strong>Writing/Persuasive Texts</strong>&lt;br&gt;2.19C write brief comments&lt;br&gt;2.20A write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community&lt;br&gt;<strong>R</strong> readiness standard</td>
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