

CARROLL COUNTY SCHOOL DISTRICT CURRICULUM WEEKLY PACING GUIDE MS READING FRAMEWORK 2007 - 2008

First Nine Weeks

Grade Level: 2nd **Subject:** Language/Reading **Term:** August 6 – Oct 5, 2007 - 2008

Date	Objectives
Daily	<p>Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position. (eg., Add /b/ to “at” = bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).</p> <p>Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).</p> <p>Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)</p> <p>The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>
8/8/07 – 8/17/07	Pre-Assessment & Review
8/20/07 – 8/24/07	<p>Read words derived from word families (e.g., -it, -at, -ite, -ate).</p> <p>Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc.</p>
8/27/07 – 8/31/07	<p>Blend and segment spoken words into syllables and syllables into phonemes.</p> <p>Read words derived from word families (e.g., -it, -at, -ite, -ate).</p> <p>Identify and begin to generate words into categories. (Rhymes)</p>
9/4/07 - 9/7/07	<p>Answer literal and simple inferential who, what, when, where, why, how, and what if questions.</p> <p>Blend and segment spoken words into syllables and syllables into phonemes.</p> <p>Continue to identify and count the number of syllables in a spoken word.</p>
9/10/07 – 9/14/07	<p>Blend and segment spoken words into syllables and syllables into phonemes.</p> <p>Use inflectional endings (-s, and -es) to produce or analyze new words.</p> <p>Identify and discuss the theme of a text.</p>

9/17/07 – 9/14/07	Blend and segment spoken words into syllables and syllables into phonemes. Answer literal and simple inferential questions about main character, settings and events.
9/17/07 – 9/21/07	Answer literal and simple inferential questions about main character, settings and events. Genres – Fiction, nonfiction, and poetry
9/24/07 – 9/28/07	Answer literal and simple inferential questions about main character, settings and events Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions. Identify and create compound words.
10/1/07 – 10/5/07	Review objectives from 1 st 9 weeks.
10/9/07 - 10/12/07	9 Weeks Test

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Second Nine Weeks

Grade Level: 2	Subject: Reading	Term: Oct. 8 – Dec. 21, 2007 - 2008
Dates	Objectives	
10/16/7 – 10/19/07	Text features – titles, headings, illustrations, graphs, captions, charts, etc. Identify simple fact and opinion.	
10/22/07 - 10/26/07	Identify simple fact and opinion. Identify the main idea in narrative text or the topic in information text. Identify and create contractions (e.g., can + not = can't) correctly	
10/29/07 – 11/2/07	Identify main idea and some details in narrative text or the topic and some details in informational text. Determine simple cause and effect relationships Use knowledge of r-controlled letter-sound correspondences to decode unknown words. (ar/are, or/or/ore, ir/ear)	

11/5/07 – 11/9/07	<p>Draws conclusions based on information from narrative and/or informational text.</p> <p>Use knowledge of r-controlled letter-sound correspondences to decode unknown words. ((ar, ir, ur, er)</p> <p>Identify and begin to generate words into categories.</p>
11/12/07-11/16/06	<p>Answer literal and simple inferential questions about main character, settings and events</p> <p>Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.</p> <p>Retell a story orally and in writing including characters, setting, problem, important events, and resolution</p>
11/19/07 – 11/23/07	<p>THANKSGIVING HOLIDAYS!!!!</p>
11/26/07 – 11/30/07	<p>Identify the main idea in narrative text or the topic in information text.</p> <p>Draws conclusions based on information from narrative and/or informational text</p> <p>Interpret text through moving, drawing, speaking, acting, or singing.</p>
12/3/07 - 12/7/07	<p>Determine simple cause and effect relationships.</p> <p>Test structures – sequential order, description, simple cause and effect, etc.</p> <p>Identify and create contractions (e.g., can + not = can't) correctly.</p> <p>Identify and discuss the theme of a text.</p>
12/10/07 – 12/14/07	<p>Review benchmarks & competencies from 1st & 2nd 9 weeks.</p>
12/17/07 - 12/20/07	<p>9 Weeks Test</p>

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Third Nine Weeks

Grade Level: 2	Subject: Reading	Term: Jan. 7, 2008- March 7, 2008
<i>Date</i>	Objectives	
1/7/08 - 1/11/08	Determines relationships between pairs of words. (e.g., icicles/Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) Antonyms Use knowledge of vowel digraphs correspondences to decode unknown words. Arrange in sequential order a listing of events found in narrative and/or informational text.	
1/14/08 - 1/18/08	Determines relationships between pairs of words. (e.g., icicles/Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) Synonyms Use knowledge of vowel digraphs correspondences to decode unknown words. Identify the main idea in narrative text or the topic in information text. Compose visual images	
1/22/08 – 1/25/08	Determines relationships between pairs of words. (e.g., icicles/Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) Antonyms & Synonyms Use inflectional endings (e.g., -ed and -ing) to produce or analyze new words. Draws conclusions based on information from narrative and/or informational text.	
1/28/08 – 2/1/08	Determines relationships between pairs of words. (e.g., icicles/Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) Homonyms Answer literal and simple inferential questions about main character, settings and events Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions Retell a story orally and in writing including characters, setting, problem, important events, and resolution. Make connections between self and characters and events in text.	
2/4/08 – 2/8/08	Use knowledge of diphthongs to decode unknown words. Determine simple cause and effect relationships Identify favorite passages and explain why the passage is a favorite, citing text based evidence.	
2/11/08 - 2/15/08	Identify and begin to identify words into categories. (PREFIXES: un, re, mis, pre) Identify favorite passages and explain why the passage is a favorite, citing text based evidence.	

2/19/08 - 2/22/08	Identify and begin to identify words into categories. (SUFFIXES: s, es, ed, ing, y, ly, er, est, ful, and less) Arrange in sequential order a listing of events found in narrative and/or informational text.
2/25/08 - 2/29/08	Blend and segment spoken words into syllables and syllables into phonemes. Continue to identify and count the number of syllables in a spoken word. Determines relationships between pairs of words. (e.g., icicles/Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) antonyms, synonyms, homonyms
3/7/08	Review all benchmarks
3/11/08 – 3/14/08	9 Weeks test

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Fourth Nine Weeks

Grade Level: 2	Subject: Reading	Term: March 7, 2008 – May 23, 2008
<i>Date</i>	<i>Objectives</i>	
3/16/08 - 3/24/08	SPRING BREAK & EASTER HOLIDAYS!!!	
3/25/08 – 3/28/08	Read words derived from word families (e.g., -it, -at, -ite, -ate). Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc Blend and segment spoken words into syllables and syllables into phonemes..	
3/31/08 - 4/4/08	Identify and begin to generate words into categories. (Rhymes) Answer literal and simple inferential who, what, when, where, why, how, and what if questions. Answer literal and simple inferential questions about main character, settings and events. Genres – Fiction, nonfiction, and poetry Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.	

4/7/08 – 4/11/08	<p>Determine simple cause and effect relationships. Draws conclusions based on information from narrative and/or informational text. Identify simple fact and opinion. Identify the main idea in narrative text or the topic in information text.</p>
4/14/08 - 4/18/08	<p>Identify and create contractions (e.g., can + not = can't) correctly Identify and create compound words. Text features – titles, headings, illustrations, graphs, captions, charts, etc. Identify and discuss the theme of a text.</p>
4/21/08 – 4/25/08	<p>Use inflectional endings (e.g., -s, -es, -ed and -ing) to produce or analyze new words Identify and begin to identify words into categories. (PREFIXES, SUFFIXES, RHYMING)</p>
4/28/08 - 5/2/08	<p>Compose visual images Retell a story orally and in writing including characters, setting, problem, important events, and resolution Make connections between self and characters and events in text.</p>
5/5/08 - 5/9/08	<p>Compose visual images Retell a story orally and in writing including characters, setting, problem, important events, and resolution Make connections between self and characters and events in text.</p>
5/12/08 – 5/16/08	<p>Review 9 weeks test</p>