

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



ELA

|                    |                   |
|--------------------|-------------------|
| Length of Course:  | Term              |
| Elective/Required: | Required          |
| Schools:           | Elementary School |
| Eligibility:       | Grade 2           |
| Credit Value:      | N/A               |
| Date Approved:     | August 23, 2022   |

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**Modifications will be made to accommodate IEP mandates for classified students**

## Grade 2 Reading Pacing Guide

**Trimester 1**  
**September-December**

| Making Meaning Strategy  | Standard<br><u>Social Emotional Competencies</u>  |
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| <b>The Reading Community</b><br><b>Unit 1</b><br><b>Fiction</b><br><b>Narrative Nonfiction</b><br><br><i>-McDuff Moves In</i><br><i>"The Library"</i><br><i>-Sheila Rae, the Brave</i><br><i>-Girl Wonder: A Baseball Story in Nine Innings</i>                                    | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RL.2.2.</b> Analyze literary text development by determining the lesson/moral and by retelling stories including fables and folktales from diverse cultures<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.<br><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.  |
| <b>Making Connections</b><br><b>Unit 2</b><br><b>Fiction</b><br><br><i>-Jamaica Tag-Along</i><br><i>-Alexander and the Terrible, No Good, Very Bad Day</i><br><i>-The Three Little Pigs</i><br><i>-The Three Little Wolves and the Big Bad Pig</i>                                 | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RL.2.2.</b> Analyze literary text development by determining the lesson/moral and by retelling stories including fables and folktales from diverse cultures<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.<br><b>RL.2.9</b> Compare and contrast two or more versions of the same story, (e.g., Cinderella stories) by different authors or from different cultures (Essential Question: Compare/contrast setting, problem/resolution, themes in similar stories) |
| <b>Visualizing</b><br><b>Unit 3</b><br><b>Expository Nonfiction</b><br><b>Poetry</b><br><b>Fiction</b><br><br><i>-A Tree is Nice</i><br><i>-“My Baby Brother”</i><br><i>-“Bee, Bothered by Bold Bears, Behave Badly”</i><br><i>-“Raccoon”</i><br><i>-POP! A Book About Bubbles</i> | <b>R.I.2.1</b> Ask and Answer Questions<br><b>RL. 2.4</b> Describe how words and phrases supply rhythm and meaning in a story, poem or song<br><b>R.I..2.5</b> Describe the overall structure of the story including describing how the beginning introduces the story and the ending concludes the action<br><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RL.2.2</b> Analyze literary text development by determining the lesson/moral and by retelling stories including fables and folktales from diverse cultures<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |

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| <i>-The Paperboy</i>                           |  |
| <b>Vocabulary</b><br><b>Weeks 1 through 10</b> | <b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.<br><b>L.2.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening |

**Trimester 2**  
**December-March**

| Making Meaning Strategy   | Standard<br><u>Social Emotional Competencies</u>   |
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| <b>Making Inferences</b><br><b>Unit 4</b><br><b>Fiction</b><br><br><i>-Babu's Song</i><br><i>-Erandi's Braids</i><br><i>-Cherster's Way</i>   | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RL2.2</b> Analyze literary text development by determining the lesson/moral and by retelling stories including fables and folktales from diverse cultures<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>RL2.4</b> Describe how words and phrases supply rhythm and meaning in a story, poem or song<br><b>RL2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.                               |
| <b>Wondering</b><br><b>Unit 5</b><br><b>Fiction</b><br><br><i>-The Incredible Painting of Felix Clousseau</i><br><i>-Galimoto</i><br><i>-The Paper Chain</i>  | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>RL2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.<br><b>RL2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| <b>Wondering</b><br><b>Unit 6</b><br><b>Fiction and Narrative Nonfiction</b><br><br><i>-The Tale of Peter Rabbit</i><br><i>-Beatrix Potter</i><br><i>-The Art Lesson</i><br><i>-"Draw, Draw, Draw: A Short Biography of Tommie dePaola"</i> | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.<br><b>RL2.9</b> Compare and contrast two or more versions of the same story, (e.g., Cinderella stories) by different authors or from different cultures<br><br><b>RI.2.1.</b> Ask and answer questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RI 2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure<br><br><b>RI.2.8.</b> Describe how reasons support specific points the author makes in a text |

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|                                   | <b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.  |
| Vocabulary<br>Weeks 11 through 20 | <b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.<br><b>L.2.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening |

| <b>Trimester 3</b><br><b>March-June</b>   |   |
|---|---|
| <b>Making Meaning</b><br><b>Strategy</b><br><b>Access to Digital Text</b>   | <b>Standard</b><br><u><b>Social Emotional Competencies</b></u>  |
| <b>Wondering</b><br><b>Unit 7</b><br><b>Expository Nonfiction</b><br><i>-Insect Detective</i><br><i>-Butterflies</i><br><i>-Spinning Spiders</i>  | <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text<br><b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text<br><b>RI 2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure<br><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently<br><b>RI 2.8</b> Describe how reasons support specific points the author makes in a text<br><b>RI 2.9</b> Compare and contrast the most important points presented by two texts on the same topic   |
| <b>Using Text Features</b><br><b>Unit 8</b><br><b>Expository Nonfiction</b><br><i>-Snails</i><br><i>-“Snails Food”</i><br><i>-Bend and Stretch: Learning about Your Bones and Muscles</i><br><i>-“Ice Cream Mania!”</i><br><i>-“Giant Pandas”</i><br><i>-“Classic Smoothie”</i><br><i>-“The City Zoo”</i> | <b>RI 2.1</b> Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text<br><b>RI 2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure<br><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently<br><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain or describe.<br><b>RI2.7</b> Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text<br><b>RI2.9</b> Compare and contrast the most important points presented by two texts on the same topic |
| <b>Determining</b><br><b>Importance Unit 9</b><br><b>Expository Nonfiction Fiction</b><br><i>-“The Friendship-fostering Buddy Bench”</i><br><i>-“Hey Joe, How’s it Going?”</i><br><i>- “Giant Jellyfish</i>   | <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.<br><b>RL.2.2</b> Analyze literary text development by determining the lesson/moral and by retelling stories including fables and folktales from diverse cultures<br><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges<br><b>R.L..2.5</b> Describe the overall structure of the story including describing how the beginning introduces the story and the ending concludes the action<br><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot<br><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.  |

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| <p><i>Invasion"</i><br/> <i>- "Zoos are Good for Animals"</i><br/> <i>- Zoos are Not Good for Animals"</i><br/> <i>- Me First</i><br/> <i>- Erandi's Braids</i><br/> <i>- Big Al</i></p> | <p><b>R.I..2.2</b> Students identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.<br/> <b>RI 2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure<br/> <b>RI.2.5.</b> Know and use various text features (eg. caption, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently<br/> <b>RI 2.8.</b> Describe how reasons support specific points the author makes in a text<br/> <b>RI 2.9.</b> Compare and contrast the most important points presented by two texts on the same topic</p> |
| <p>Vocabulary<br/> Weeks 21 through 30</p>   | <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues,analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.<br/> <b>L.2.6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening</p>   |



## Grade 2 Writing Pacing Guide

**Trimester 1**  
**September-December**

| Second Grade  | Writing  | Speaking and Listening   | Language  | <a href="#">Social Emotional Competencies</a>   |
|---|--|--|---|---|
| <b>The Writing Community Unit 1</b><br><br><i>Bigmama's</i><br><i>"About Donald Crews"</i><br><i>Shortcut</i><br><i>Night in the Country</i><br><i>Miss Tizzy</i><br><i>Dogs Don't Wear Sneakers</i><br><i>Click, Clack, Moo: Cows that Type</i><br><i>My Little Sister Ate One Hare</i><br><i>Harry and the Terrible Wahtzit</i><br><i>The Little Old Lady Who Was Not Afraid of Anything</i><br><br><b>Telling More Unit 2</b><br><br><i>I Will Never NOT EVER Eat a Tomato</i><br><i>"Let's Get a Pup" Said Kate</i><br><i>Sheila Rae, the Brave</i><br><br>Skills Practice:<br>Lessons 1-10 | <b>W.2.1</b> Write opinion pieces<br><b>W.2.3</b> Write narrative pieces<br><b>W.2.5</b> Plan, edit and revise<br><b>W.2.6</b> Use digital tools to produce, publish and collaborate | <b>SL.2.1</b> Converse collaboratively<br><b>SL.2.1.a</b> Follow agreed-upon rules for discussions<br><b>SL.2.2</b> Recount key details information presented orally/ other media<br><b>SL.2.3</b> Ask & answer questions to understand speakers<br><b>SL.2.4</b> Describe/recount stories and experiences<br><b>SL.2.6</b> Speak for task/situation | <b>L.2.1(a,b,c,d,e,f)</b> Demonstrate grammar/usage<br><b>L.2.2 (a,b,c,d,e)</b> Demonstrate capitalization/ punctuation/ spelling<br><b>L.2.6</b> Use new words and phrases | Students follow directions and routines<br><br>Students listen attentively<br><br>Students work cooperatively with peers<br><br>Students use positive communication and social skills to interact with others<br><br>Students participate in group discussions actively and appropriately<br><br>Students ask and answer questions to seek help, get information, or clarify something not understood.<br><br>Students express ideas clearly and effectively<br><br>Students recognize and respect the differences, thoughts, and feelings of others<br><br>Students persevere in task completion |

**Trimester 2  
December-March**

| Second Grade   | Writing  | Speaking and Listening   | Language  | <a href="#">Social Emotional Competencies</a>  |
|--|--|--|---|--|
| <p><b>Telling More</b><br/><b>Unit 2</b><br/><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i></p> <p><b>Fiction</b><br/><b>Unit 3</b><br/><i>Dogzilla</i><br/><i>Brave Charlotte</i><br/><i>HONK! The Story of a Prima Swanerina</i><br/><i>Beardream</i><br/><i>Ducky</i></p> <p><b>Nonfiction</b><br/><b>Unit 4</b><br/><i>Kate &amp; Pippin: An Unlikely Love Story</i><br/><i>"Q&amp;A with Isolbel Springett: the Photographer of Kate &amp; Pippin"</i><br/><i>How to be a Friend: A Guide to Making Friends and Keeping Them</i><br/><i>Paper</i><br/><i>"Which Is Stronger"</i><br/><i>"Suck it Up!"</i><br/><i>Polar Lands</i><br/><i>Polar Regions</i><br/><i>Polar Animals</i></p> <p>Skills Practice:<br/>Lessons: 11-20</p> | <p><b>W.2.1</b> Write opinion pieces<br/><b>W.2.3</b> Write narrative pieces<br/><b>W.2.5</b> Plan, edit and revise<br/><b>W.2.6</b> Use digital tools to produce, publish and collaborate</p> | <p><b>SL.2.1</b> Converse collaboratively<br/><b>SL.2.1.a</b> Follow agreed-upon rules for discussions<br/><b>SL.2.2</b> Recount key details information presented orally/ other media<br/><b>SL.2.3</b> Ask &amp; answer questions to understand speakers<br/><b>SL.2.4</b> Describe/recount stories and experiences<br/><b>SL.2.6</b> Speak for task/situation</p> | <p><b>L.2.1(a,b,c,d,e,f)</b> Demonstrate grammar/usage<br/><b>L.2.2 (a,b,c,d,e)</b> Demonstrate capitalization/ punctuation/ spelling<br/><b>L.2.4(a,b,c,d,e)</b> Determine unknown/multiple meaning words and phrases<br/><b>L.2.6</b> Use new words and phrases</p> | <p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p> |

**Trimester 3  
March-June**

| Second Grade   | Writing  | Speaking and Listening   | Language   | <a href="#">Social Emotional Competencies</a>  |
|--|--|--|--|--|
| <p><b>Letter Writing</b><br/><b>Unit 5</b><br/><i>First Year Letters</i><br/><i>Dear Baby: Letters from Your Big Brother</i><br/><i>Love, Lizzie: Letters to a Military Mom</i></p> <p><b>Poems and Words</b><br/><b>Unit 6</b><br/><i>Various Poems</i></p> <p><b>Opinion Writing</b><br/><b>Unit 7</b><br/><i>I Wanna Iguana</i><br/><i>I Wanna New Room</i><br/><i>“An Argument for Pets: Good for the Animals”</i><br/><i>An Argument Against Pets: Pets Cost Too Much</i><br/><i>“An Argument for Pets: We Can Learn From Pets”</i><br/><i>“An Argument Against Pets: Animals Should be Free”</i><br/><i>“Closing Sentences from Four Opinion Pieces”</i></p> <p><b>Revisiting the Writing Community</b><br/><b>Unit 8</b></p> <p>Skills Practice:<br/>Lessons: 21-30</p> | <p><b>W.2.1</b> Write opinion pieces</p> <p><b>W.2.2</b> Write informational pieces</p> <p><b>W.2.5</b> Plan, edit and revise</p> <p><b>W.2.6</b> Use digital tools to produce, publish and collaborate</p> <p><b>W.2.7</b> Read/write shared research</p> <p><b>W.2.8</b> Recall information from sources</p> | <p><b>SL.2.1</b> Converse collaboratively</p> <p><b>SL.2.1.a</b> Follow agreed-upon rules for discussions</p> <p><b>SL.2.1.b</b> Build on others' talk in conversations</p> <p><b>SL.2.2</b> Recount key details information presented orally/ other media</p> <p><b>SL.2.3</b> Ask &amp; answer questions to understand speakers</p> <p><b>SL.2.4</b> Describe/recount stories and experiences</p> <p><b>SL.2.5</b> Add visuals, audio, multimedia to stories/presentations</p> <p><b>SL.2.6</b> Speak for task/situation</p> | <p><b>L.2.1(a,b,c,d,e,f)</b> Demonstrate grammar/usage</p> <p><b>L.2.2 (a,b,c,d,e)</b> Demonstrate capitalization/ punctuation/ spelling</p> <p><b>L.2.3</b> Use knowledge of language</p> <p><b>L.2.3.a</b> Compare formal and informal uses of English</p> <p><b>L.2.6</b> Use new words and phrases</p> | <p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p> |
| <a href="#">21st Century Skills</a>  | <p><b>NJSLS Technology</b></p> <p>8.1.2.A.1-Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.3-Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p>                                  |  |  |  |

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|  | <p>8.1.2.A.6-Identify the structure and components of a database.(google drive)</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>8.1.2.F.1-Use geographic mapping tools to plan and solve problems.</p> |
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