

# ELA Grade 2 Pacing Guide

## Quarter 1

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?

Weekly Tracker

Classroom Instruction

### *Reading Complex Text*

Week 1 – Extended Text: *How the Camel Got His Hump* by Rudyard Kipling (Text Exemplar)

- Week 3
- Review Center & Classroom Procedures (2 weeks)
  - *Iris an Walter*
  - *Exploring Space with and Astronaut*
  - *Henry and Mudge and the Starry Night*

### *Writing to Texts*

Routine Writing

- Write sentences in response to a prompt.

Analysis

- Complete a book review stating an opinion and supporting it with evidence from the text.

Narrative

- Generate a fable.
- List three details from the story.
- Extended and full writing process

Research Support

Integrate knowledge from sources when composing

- Write statements and questions about your family to connect to Social Studies (Week 3).

### *Reading Complex Text*

- Week 4-  
Week 6
- *A Walk in the Desert*
  - *The Strongest One*
  - *Tara and Tiree*

### *Writing to Texts*

Routine Writing

- Write simple sentences in response to literature
- Participate in shared writing experiences
- Short and/or daily/weekly writing

2-3 Analysis

- Complete a book review stating an opinion and supporting it with evidence from the text.

1 Narrative

- List three details from the story.
- Write sentences about characters and what they did in the stories we have read.
- Extended and full writing process

Week 7 -

Week 9

*Reading Complex Text*

- *Ronald Morgan at Bat*
- *Turtle's Race*
- Review of Skills, Assessment

Routine Writing

- Write simple sentences in response to literature
- Participate in shared writing experiences
- Short and/or daily/weekly writing

2-3 Analysis (Argument)

- Write sentences comparing the story *Animal Park* with a trip to the zoo that you have experienced.

Narrative:

- List three details from the story.
- Write simple sentences in response to literature.
- Extended and full writing process

Research Support

- Integrate knowledge from sources when composing
- Write statements or questions about the animals in the story or connect to Social Studies or Science (Week 8).
- Write factual essay and present an oral report

For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.2.1	RL 2.2-7, 9 RI.2.2-9 SL.2.2-3	L.2.1-3, SL.2.6	L.2.4-6	SL.2.1	SL.2.4-6

Reading Foundational Skills

Phonics and word recognition	Fluency
<p><b>1. Decoding, Phonics, and Word Recognition RF.2.1-3</b></p> <ul style="list-style-type: none"> <li>• Short vowels,</li> <li>• Long vowels CVCe,</li> <li>• Consonant blends</li> <li>• Inflected endings</li> <li>• Consonant digraphs</li> <li>• r-Controlled <i>ar, or, ore</i></li> <li>• Contractions <i>n't, 's, 'll, 'm</i></li> <li>• r-controlled vowels <i>er, ir, ur</i></li> <li>• High frequency words taught the nine weeks.</li> </ul>	<p><b>1. Fluency RF 2.4</b></p> <ul style="list-style-type: none"> <li>• Read grade level text with accuracy.</li> <li>• Read smoothly and at an appropriate rate.</li> <li>• Read with expression.</li> <li>• Read with attention to punctuation</li> </ul>

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. These standards are constant and should be taught throughout each quarter.

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# ELA Grade 2 Pacing Guide

## Quarter 2

How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read?  
How do writers write effectively to convey meaning? How do we work as a community of readers and writers in the classroom?

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Literature</p> <ul style="list-style-type: none"><li>• <i>A Tree is a Plant by Clyde Robert Bulla</i></li></ul> <p>Short Texts</p> <ul style="list-style-type: none"><li>• The Bremen Town Musicians</li><li>• A Turkey for Thanksgiving</li><li>• Pearl &amp; Wagner: Two Good Friends</li></ul> <p><u>Routine Writing:</u></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"><li>• Write a story with a beginning, middle, and end. Use adjectives to make my story more interesting.</li></ul>
Week 4- Week 6	<p style="text-align: center;"><i>Reading Complex Text</i></p> <ul style="list-style-type: none"><li>• <i>Dear Juno</i></li><li>• <i>Rosa and Blanca</i></li></ul> <p style="text-align: center;"><i>Writing to Texts</i></p> <p><u>Routine Writing:</u></p> <ul style="list-style-type: none"><li>• Write simple sentences in response to literature</li><li>• Participate in shared writing experiences</li><li>• Short and/or daily/weekly writing</li></ul>

	<p><u>Writing Analysis:</u></p> <p>2-3 Analysis (Inform/Explain)</p> <ul style="list-style-type: none"> <li>Analyze story structure and use text structure to read nonfiction.</li> <li>Draw conclusions about characters and their actions and locate evidence in the story to support conclusions.</li> </ul>
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<p>Week 7 -</p> <p>Week 9</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Short Text:</p> <ul style="list-style-type: none"> <li><i>A Weed is a Flower</i></li> <li>Review and Assessments</li> </ul> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> <li>Write simple sentences in response to literature</li> <li>Participate in shared writing experiences</li> <li>Short and/or daily/weekly writing</li> </ul> <p>2-3 Analysis (Research)</p> <ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>Put students in groups to research a topic of content area interest. Have them gather information from several sources and use the information to write a factual report.</li> </ul>
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For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
E v e r y  Q u a r t e r	RL/RI.2.1	RL 2.2-7, 9 RI.2.2-9 SL.2.2-3	L.2.1-3, SL.2.6	L.2.4-6	SL.2.1	SL.2.4-6

**Reading Foundational Skills**

<b>Phonics and word recognition</b>		<b>Fluency</b>	
<b>1. Decoding, Phonics, and Word Recognition RF.2.1-3</b> <ul style="list-style-type: none"> <li>• Long a: a, ai, ay</li> <li>• Long e: e, ee, ea, y</li> <li>• Long i: i, ie, igh, y</li> <li>• Compound Words</li> <li>• Syllables VCCV</li> <li>• Comparative Endings</li> <li>• r-Controlled ar, or, ore, er, ir, ur</li> <li>• Contractions</li> <li>• High frequency words taught the nine weeks.</li> </ul>		<b>1. Fluency RF 2.4</b> <ul style="list-style-type: none"> <li>• Current goal 66-76 word per minute</li> <li>• Read grade level text with accuracy.</li> <li>• Read smoothly and at an appropriate rate.</li> <li>• Read with expression.</li> <li>• Read with attention to punctuation</li> </ul>	
<p>*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. These standards are constant and should be taught throughout each quarter.</p>			

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## ELA Grade 2 Pacing Guide

### Quarter 3

How do readers ensure that what they have read they understand? How do readers delve into the characters they read about? How do readers apply previously learned knowledge in literature?

Weekly Tracker	Classroom Instruction
<p>Week 1 –</p> <p>Week 3</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Literature Extended Text</p> <ul style="list-style-type: none"> <li>• <i>Charlotte's Web</i> - When discussing E. B. White's book <i>Charlotte's Web</i>, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator and write a response accordingly.</li> </ul> <p>Short Texts:</p> <ul style="list-style-type: none"> <li>• <i>The Quilt Story</i></li> <li>• <i>Life Cycle of a Pumpkin</i></li> <li>• <i>Frogs</i></li> </ul> <p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> <li>• Write simple sentences in response to literature</li> <li>• Participate in shared writing experiences</li> <li>• Short and/or daily/weekly writing</li> </ul> <p>Analysis</p> <ul style="list-style-type: none"> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p>Narrative</p> <ul style="list-style-type: none"> <li>• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> </ul>
<p>Week 4-</p> <p>Week 6</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <ul style="list-style-type: none"> <li>• <i>I Like Where I Am</i></li> <li>• <i>Helen Keller and the Big Storm</i></li> <li>• <i>Fire Fighter</i></li> </ul>

	<p style="text-align: center;"><i>Writing to Texts</i></p> <p>Routine Writing</p> <ul style="list-style-type: none"> <li>• Write simple sentences in response to literature</li> <li>• Participate in shared writing experiences</li> <li>• Short and/or daily/weekly writing</li> </ul> <p>2-3 Analysis</p> <ul style="list-style-type: none"> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p>1 Narrative</p> <ul style="list-style-type: none"> <li>• When discussing E. B. White’s book <i>Charlotte’s Web</i>, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator and write a response accordingly.</li> </ul>					
<p>Week 7 -</p> <p>Week 9</p>	<p style="text-align: center;"><i>Reading Complex Text</i></p> <ul style="list-style-type: none"> <li>• <i>One Dark Night</i></li> <li>• <i>Bad Dog, Dodger!</i></li> <li>• <i>Horace and Morris but mostly Dolores</i></li> </ul> <p>Routine Writing</p> <ul style="list-style-type: none"> <li>• Write simple sentences in response to literature</li> <li>• Participate in shared writing experiences</li> <li>• Short and/or daily/weekly writing</li> </ul> <p>2-3 Analysis (Argument)</p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• Using facts from the text of <i>Charlottes Web</i>, complete a different ending to the story.</li> </ul>					
For Reading and Writing in Each Module						
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.2.1	RL 2.2-7, 9 RI.2.2-9 SL.2.2-3	L.2.1-3, SL.2.6	L.2.4-6	SL.2.1	SL.2.4-6



Reading Foundational Skills	
Phonics and word recognition	Fluency
<p><b>1. Decoding, Phonics, and Word Recognition RF.2.1-3</b></p> <ul style="list-style-type: none"> <li>• Syllables C + le</li> <li>• Words with vowels oo, u</li> <li>• Diphthongs ou, ow//ou</li> <li>• Diphthongs oi, oy</li> <li>• Words with vowels oo, ue, ew, ui</li> <li>• Suffixes -ly, -ful, -er, -or</li> <li>• Prefixes un, re, pre, dis</li> <li>• Endings -ed and -ing (classify &amp; categorize)</li> <li>• High frequency words taught the nine weeks.</li> </ul>	<p><b>1. Fluency RF 2.4</b></p> <ul style="list-style-type: none"> <li>• Current goal 74-84 word per minute</li> <li>• Read grade level text with accuracy.</li> <li>• Read smoothly and at an appropriate rate.</li> <li>• Read with expression.</li> <li>• Read with attention to punctuation</li> </ul>
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## Quarter 4

*How do readers ensure that what they have read they understand? What do readers do when they don't understand what they've read? How do writers write effectively to convey meaning? How do we work as a community of readers and writers in our classroom?*

Weekly Tracker	Classroom Instruction
Week 1 – Week 3	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Informational Text <b>PARCC says Informational Texts for Read Aloud for the fourth nine weeks could include: <u>If the World Were a Village: A Book about the World's People by David J. Smith.</u></b></p> <p>Short Texts</p> <ul style="list-style-type: none"><li>• The Sign maker's Assistant</li><li>• Just Like Josh Gibson</li><li>• Red, White, and Blue: The Story of the American Flag</li></ul> <p style="text-align: center;"><i>Writing to Texts</i></p> <p><u>Routine Writing:</u></p> <ul style="list-style-type: none"><li>• Write in response to text-dependent questions.</li><li>• Write simple sentences in response to literature.</li><li>• Participate in shared writing experiences.</li><li>• Engage in short and/or daily/weekly writing in response to reading.</li></ul> <p><u>Writing Analysis:</u></p> <p>Children will observe and record differences among their classmates while participating in activities that promote thinking and enhancing social skills.</p>
Week 4- Week 6	<p style="text-align: center;"><i>Reading Complex Text</i></p> <p>Short Texts:</p> <ul style="list-style-type: none"><li>• A Birthday Basket for Tia</li><li>• Cowboys</li></ul> <p style="text-align: center;"><i>Writing to Texts</i></p> <p><u>Routine Writing:</u></p> <ul style="list-style-type: none"><li>• Write in response to text-dependent questions.</li><li>• Write simple sentences in response to literature.</li><li>• Participate in shared writing experiences.</li><li>• Engage in short and/or daily/weekly writing in response to reading.</li></ul> <p><u>Writing Analysis:</u></p>

Create a Venn diagram to organize ideas for a compare and contrast paper. Complete research on two animals and add the various characteristics to the Venn Diagram.

Write an essay comparing/contrasting the two.

Week 7 -  
Week 9

*Reading Complex Text*

Short Text:  
- Jingle Dancer  
- Review of Skills, Assessment

*Writing to Texts*

Routine Writing:

- Write in response to text-dependent questions.
- Write simple sentences in response to literature.
- Participate in shared writing experiences.
- Engage in short and/or daily/weekly writing in response to reading.

Writing Analysis:

Research:

- Put students in groups to research a topic of content area interest. Have them gather information from several sources and use the information to write a factual report.

**For Reading and Writing in Each Module**

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.2.1	RL.2.2-7, 9 RI. 2.2-9 SL.2.2-3	L.2.1-3 SL.2.6	L.2.4-6	SL.2.1	SL.2.4-6

<b>Reading Foundational Skills</b>		
<b>Phonics and word recognition</b>		Flue
<b>1. Decoding, Phonics, and Word Recognition RF.2.1-3</b> <ul style="list-style-type: none"> <li>• High Frequency Words</li> <li>• Silent Consonants kn, wr , gn, mb</li> <li>• Ph, gh /f/</li> <li>• Contractions</li> <li>• Syllables (-tion &amp; -ture)</li> <li>• Inflected Endings</li> <li>• Suffixes -ness, -less</li> </ul>	<b>1. Fluency RF 2.4</b> <ul style="list-style-type: none"> <li>• Current goal 90-100 word per min</li> <li>• Read grade level text with accuracy</li> <li>• Read smoothly and at an appropriate rate</li> <li>• Read with expression.</li> <li>• Read with attention to punctuation</li> </ul>	

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