

NJDOE MODEL CURRICULUM

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| CONTENT AREA: English Language Arts | GRADE: 2 | UNIT #: 1 | UNIT NAME: |
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| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS/NJCCCS |
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| 1 | Answer questions such as who, what where, when, and how about key details in a text. | RL.2.1 |
| 2 | Describe how characters respond to major events and challenges in a story. | RL.2.3 |
| 3 | Describe the overall structure of a story. | RL.2.5 |
| 4 | Describe how the beginning of a story introduces the story and the ending concludes the action. | RL.2.5 |
| 5 | Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital). | RL.2.7 |
| 6 | Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song. | RL.2.4 |
| 7 | Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud. | RL.2.6; SL.2.6 |
| 8 | Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases. | SL.2.1.a,b,c; L.2.6 |
| 9 | Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a | W.2.3; L.2.1.d; L.2.2.d |

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| | | | |
|--|-----------------|------------------|-------------------|
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|--|-----------------|------------------|-------------------|

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| | closing sentence. | |
| 10 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed. | W.2.5; L.2.1.f; L.2.2.e |
| 11 | Form and use frequently occurring irregular plural nouns (e.g., feet, children). | L.2.1.b |
| 12 | Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse). | L.2.4.d |
| 13 | Identify real-life connections between words and their use (e.g., describe foods that are sweet). | L.2.5.a |
| 14 | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny). | L.2.5.b |
| 15 | Capitalize holidays, product names, and geographic names. | L.2.2.a |
| 16 | Use commas in greetings and closings of letters. | L.2.2.b |
| 17 | Use an apostrophe to form contractions and frequently occurring possessives. | L.2.2.c |
| 18 | Identify the main topic of a multiparagraph text. | RI.2.2 |
| 19 | Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context. | RI.2.4; L.2.4.a |
| 20 | Read regularly spelled one syllable words correctly by distinguishing long and short vowels. | RF.2.3.a |
| 21 | Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams. | RF.2.3.b,c,f |
| 22 | Read grade-level text with purpose and understanding. | RF.2.4.a |

NJDOE MODEL CURRICULUM

| | | | |
|--|-----------------|------------------|-------------------|
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|--|-----------------|------------------|-------------------|

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| 23 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | RF.2.4.b |
| 24 | Confirm or self-correct words using context. | RF.2.4.c |

| Code # | Common Core State Standards |
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| RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

NJDOE MODEL CURRICULUM

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|--|--|-----------------|------------------|-------------------|
| | <ul style="list-style-type: none">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.f. Recognize and read grade-appropriate irregularly spelled words. | | | |
| RF.2.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| W.2.3 | <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | | | |
| W.2.5 | <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> | | | |
| W.2.6 | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | | | |
| SL.2.1 | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none">a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, | | | |

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CONTENT AREA: English Language Arts

GRADE: 2

UNIT #: 1

UNIT NAME:

speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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| | | | |
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| | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
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L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).